
Theatre Arts Standards of Learning for Virginia Public Schools



**Board of Education
Commonwealth of Virginia**

~~June 2013~~ March 2020

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Theatre Arts Standards of Learning for Virginia Public Schools

**Adopted in ~~June 2013~~ March 2020 by the
Board of Education**

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Foreword

The Fine Arts Standards of Learning in this publication represent a ~~major~~ significant development in public education in Virginia. Adopted in ~~June 2013~~ March 2020 [tentative adoption date] by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts as part of a comprehensive education in the public schools.—~~and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools.~~ Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, communicate effectively, make informed judgments, work collaboratively, cooperatively within groups, appreciate different cultures, understand historical and cultural perspectives, and exercise creative thinking by employing originality, flexibility, and imagination. ~~imagination, and be creative.~~

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, community arts organization representatives, fine arts professional organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state, as well as public comment email accounts.

The Fine Arts Standards of Learning are available online for divisions and teachers to use in developing curricula, ~~and~~ lesson plans, instructional strategies, and assessment methods to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what students need to know and be able to do in a sequential course of study. ~~teachers need to teach and students need to learn.~~ The standards set clear, concise, measurable, and rigorous expectations for students. ~~young people.~~

While the standards focus on what is most essential, ~~S~~schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students. Fine arts instruction in Virginia is responsive to and respectful of students’ prior experiences, talents, interests, and cultural perspectives. Successful fine arts programs challenge students to maximize their potential and provide consistent monitoring, support and encouragement to ensure success for all. All students, including gifted students, English learners, and students with special needs, must have an opportunity to learn and meet high standards in fine arts instruction as part of a comprehensive education.

A major objective of Virginia’s educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all students of the Commonwealth. ~~young people in the commonwealth.~~ These Fine Arts Standards of Learning support the achievement of that objective, exemplify the expectations established in the Profile of a Virginia Graduate and are reflective of the skills and attributes students need to excel in the 21st Century workplace.

Introduction

The Theatre Arts Standards of Learning identify the essential knowledge and skills required in the theatre arts curriculum for ~~the middle school and high school courses~~ each grade level or course in Virginia's public schools. The standards outline the minimum criteria for a sequential course of study within a comprehensive theatre arts education program. The standards are designed to be cumulative, progressing in complexity by course from ~~middle school-kindergarten~~ through the four levels of high school.

~~Throughout theatre arts education, course content is organized into four specific content strands or topics: Performance and Production; Theatre History and Cultural Context; Analysis, Evaluation, and Critique; and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout theatre arts instruction, regardless of the particular learning experience. Through the mastery of theatre arts concepts and acquisition of theatre arts skills, the goals for theatre arts education are realized.~~ [Moved to 'Strand' section] A comprehensive theatre arts program provides students with the opportunity to develop ideas and skills through a creative process and the ability to understand their own responses and the responses of others to the many forms of theatrical experience. Through participation in the theatre arts, students develop critical-thinking skills and draw upon core academic areas to solve develop solutions to problems of creation, design, and execution. They develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

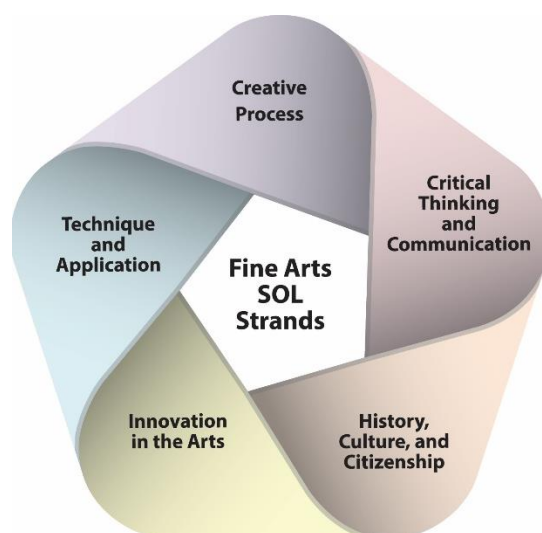
The standards are not intended ~~neither~~ to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Teachers are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

~~The content of the Theatre Arts Standards of Learning is intended to~~ support the following goals for students:

- ~~Acquire the technical and artistic knowledge and skills necessary for expressive dramatic performance.~~ [Moved to new list and reordered]
- ~~Think and act creatively by employing originality, flexibility, and imagination when solving problems individually and collaboratively.~~ [Moved to new list and reordered]
- ~~Demonstrate knowledge of the elements of theatre production and management.~~ [Moved to new list and reordered]
- ~~Demonstrate understanding of theatre within the contexts of history, culture, and other art forms and the role of theatre as a vehicle for human expression.~~ [Moved to new list and reordered]
- ~~Develop observation and critical thinking skills for the evaluation of theatre performances, including their impact on society.~~
- ~~Demonstrate knowledge of and responsibility for the safe and ethical use of facilities, materials, methods, and technologies.~~ [Moved to new list and reordered]
- ~~Make connections between theatre arts and other fields of knowledge, including awareness of the impact of contemporary media on theatre creativity and performance.~~
- ~~Articulate personal aesthetic preferences and apply aesthetic criteria to the making of artistic choices.~~
- ~~Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.~~
- ~~Nurture a lifelong appreciation for theatre as an integral component of an educated, cultured society.~~

- Think and act creatively by employing originality, flexibility, and imagination ~~when solving problems individually and collaboratively.~~ in the development of theatrical works.
- Understand and apply a creative process for developing ideas and theatrical works.
- Develop critical thinking skills through the analysis, interpretation, and evaluation of the work of self and others.
- Articulate personal responses to theatrical works, and recognize the value of learning about diverse responses and opinions of others.
- Identify and apply collaboration and communication skills for rehearsal, performance, and production of theatrical works.
- Demonstrate understanding of cultural and historical influences of theatre arts. ~~theatre within the contexts of history, culture, and other art forms and the role of theatre as a vehicle for human expression.~~
- Nurture a lifelong appreciation for engagement with theatre.
- ~~Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.~~ Identify and understand ethical and legal considerations for engaging with and using theatrical resources and source materials.
- Connect theatre arts content and skills to career options, college opportunities, and the 21st Century workplace.
- Understand and explore the impact of current and emerging technologies on theatre arts.
- Cultivate authentic connections between theatre skills, content, and processes with other fields of knowledge to develop problem-solving skills.
- Acquire the technical and artistic knowledge and skills necessary for expressive dramatic performance.
- Demonstrate knowledge of the elements of theatre production and management.
- Demonstrate knowledge of and responsibility for the safe and ethical use of facilities, materials, methods, and technologies.



Strands

The *Theatre Arts Standards of Learning* are ~~Throughout theatre arts education, course content is organized into four~~ five specific content strands or topics: ~~Visual Communication and Production; Art History and Cultural Context; Analysis, Evaluation, and Critique; and Aesthetics~~ Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout theatre arts instruction, regardless of the particular learning experience. Through the ~~mastery~~ understanding of theatre arts concepts and acquisition of theatre arts skills, the goals for theatre arts education are realized.

Performance and Production

~~Students will evaluate problems and develop innovative solutions to all aspects of theatrical production. They will design and implement creative presentations consistent with form and expressive intent, while applying concepts and skills that are inherent to theatrical design, production, and performance. Through study and practical experience, students will develop the physical, emotional, conceptual, intellectual, intuitive, and practical skills associated with the crafts essential in theatre.~~ [Moved to 'Technique and Application']

Theatre History and Cultural Context

~~Students will demonstrate their knowledge of the ways in which theatre and culture have influenced each other throughout history. They will investigate how contemporary media and technology impact the creation and production of live and recorded theatrical performances. Students will focus on understanding the human experience expressed in performances of theatrical works.~~

Analysis, Evaluation, and Critique

~~Students will develop a thorough understanding of the art and craft of theatre. Students will examine, interpret, and assess the content and manner in which theatre arts express meaning. They will apply processes that involve observing, listening, reflecting, analyzing, and justifying their roles as creators, performers, technicians, and audience members. These skills are required for creating, producing, and evaluating theatrical works.~~

Aesthetics

The ability to make qualitative judgments in theatre arts depends upon the ability to perceive, reflect upon, and respond to theatre as an art form. Participation in a range of artistic experiences will enable students to develop an understanding of different cultural philosophies and factors that may alter perceptions. Such understandings are critical to the development of a personal philosophy of theatre that focuses on how artistic expression reflects life.

Creative Process

A creative process guides the development of ideas and original work. Creative processes include inquiry, questioning, research, investigation, generating ideas and solutions, testing and discussing ideas and solutions, refining work as part of a creative community, and reflecting on the process and product. Through creative processes, students use their knowledge and skills flexibly to develop an original voice and vision for a variety of theatre roles including actor, playwright, performer, director, theatre technician, and producer.

Critical Thinking and Communication

Students analyze theatrical works and dramatic literature when they describe works using appropriate vocabulary, classify properties of works in a variety of ways, compare and contrast aspects of theatrical works, and recognize properties and characteristics. Students interpret the work of self and others for messages and meaning. Evaluating the work of self and others allows students to deeply apply content knowledge and to develop informed responses. Students recognize and articulate personal preferences, beliefs, and opinions regarding theatrical works. Students examine their opinions, attitudes, and beliefs, and recognize the value of learning about diverse responses of others.

Collaboration and communication skills for theatre arts include developing as an ensemble, compromise, sharing responsibility, teamwork, active listening, recognizing and effectively using verbal and nonverbal cues, presenting work and ideas, and providing and receiving constructive feedback.

History, Culture, and Citizenship

Students explore and understand cultural and historical influences of the work of self and others. Students identify the value, roles, and reasons for creating from the perspective of many time periods, people, and places. Students understand that theatre arts are integral to communities and cultures. Students identify and interact with theatre as a community member and citizen, developing a lifelong engagement with theatre as a supporter, advocate, creator, performer, and viewer. Students identify and understand ethical and legal considerations for engaging with theatrical resources and source materials responsibly.

Innovation in the Arts

Students connect theatre arts content, processes, and skills to career pathways, college opportunities, and the 21st Century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on theatre production and performance, and develop problem-solving skills by cultivating connections between fields of knowledge.

Technique and Application

Students will develop skills and techniques for multiple means of expression in theatre arts. They will design and implement creative presentations consistent with form and expressive intent, while applying concepts and skills that are inherent to theatrical design, production, and performance. Through study and practical experience, students will develop the physical, emotional, conceptual, intellectual, intuitive, and practical skills associated with the crafts essential in theatre. [Moved from 'Performance and Production']

Safety

Safety must be given the highest priority in implementing the theatre arts instructional program. Students must know how to follow safety guidelines; demonstrate appropriate safety techniques; use and care for equipment, stage properties, costumes, and facilities safely; and practice theatre etiquette both on and off stage while working individually and in groups.

For every instructional activity, correct, safe techniques as well as wise selection of appropriate resources, materials, and theatrical experiences must be carefully considered in regard to safety. Safe facilities for instruction and performance require thorough planning, careful managing, and constant monitoring during theatre activities. Class enrollment and audience size should not exceed the designated capacity of any instructional or performance setting.

Theatre production embraces a wide range of necessary activities when mounting a performance, including rehearsal, design and implementation of technical elements, performance, and strike and cleanup. Each of these activities requires teaching and learning the safe use of equipment and facilities. The standards listed below are among those that should be followed to avoid injury or damage.

Rehearsal

- Physical and vocal warm-ups are essential for students' safety.
- Stage combat should be choreographed to eliminate unnecessary risk.
- Dance rehearsals should be conducted on a smooth, resilient, nonslip floor (e.g., sprung wood floor, marley floor).
- Platforms and stair units must be secured from accidental movement and have sufficient railings.
- A telephone should be available at all times, and emergency numbers should be displayed prominently in the space being used.
- Performance and technical rehearsals should be staffed by a theatre teacher as well as a stage manager, production manager, and/or technical director.

Design and implementation of technical elements

- Construction of scenery, costumes, and properties should be conducted under the same conditions and according to the same practices used for career and technical education classes, including use of appropriate personal safety equipment, such as gloves, goggles, hearing protectors, and dust masks.
- Stage curtains and drapes should have a flameproof rating and current certification.
- Stage lighting circuits, wiring, dimmers, and fixtures must be properly maintained and regularly inspected, especially for ground continuity.
- A master switch for the electrical supply to stage lighting equipment must be easily accessible.
- Amplified sound volumes must not exceed safe levels.
- All damaged and worn-out equipment must be assessed for safety issues before being used.

Performance

- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
- All exits must be unobstructed and usable at all times.
- All exit and emergency lights must be in good operating condition.
- Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.

Strike and cleanup

- Scheduling strike and cleanup immediately after the final performance, when carelessness due to fatigue may increase the risk of accidents and injuries, should be avoided.
- Strike and cleanup must be supervised by a theatre teacher with training in theatre safety.

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Kindergarten Theatre Arts

The standards for Kindergarten Theatre Arts serve as the foundation for further theatre arts instruction. The standards focus on developing skills individually and collaboratively, developing critical thinking skills, understanding historical and cultural aspects of theatre arts, and connecting theatre arts to other areas of learning. Students develop artistic and technical skills for self-expression and group performance.

Creative Process

K.1 The student will improvise characters from stories.

K.2 The student will ask questions about theatre arts.

Critical Thinking and Communication

K.3 The student will describe theatre performances using theatre vocabulary.

K.4 The student will describe personal connections to and interests in theatre.

K.5 The student will recognize that theatre consists of individuals working together to reach a common goal.

History, Culture, and Citizenship

K.6 The student will respond to theatrical works from a variety of time periods, places, and people.

K.7 The student will identify a variety of reasons why people create theatrical works.

K.8 The student will identify information about theatre from provided resources.

Innovation in the Arts

K.9 The student will recognize theatre as an art form and profession.

K.10 The student will recognize ways that technology is used in theatre.

K.11 The student will recognize connections between dance, music, and visual arts in theatre experiences.

Technique and Application

K.12 The student will recognize and explore how movement and voice express feelings and emotions.

K.13 The student will recognize the use of body, voice, and imagination to communicate stories.

K.14 The student will recognize theatre as dramatized storytelling.

K.15 The student will identify the performers and audience in theatre activities.

K.16 The student will recognize safety procedures in theatre spaces.

Grade One Theatre Arts

The standards for Grade One Theatre Arts emphasize the development of communication and collaboration skills in theatre experiences. Students learn to recognize and apply a creative process for developing theatre ideas, and respond to theatrical works from a variety of time periods, people, and places. Students make connections between storytelling through theatre performance and literature.

Creative Process

- 1.1 The student will share ideas to develop and improvise stories with a setting, characters, and conflict.
- 1.2 The student will generate ideas and collaborate to expand ideas and solve challenges in theatre activities and processes.

Critical Thinking and Communication

- 1.3 The student will describe similarities and differences of a theatre performance and the story it is based on.
- 1.4 The student will describe personal reactions or responses to theatre works.
- 1.5 The student will identify skills needed to collaborate in theatre activities and performances, such as performer and audience etiquette for a variety of theatre settings.

History, Culture, and Citizenship

- 1.6 The student will identify and respond to theatrical works from a variety of time periods, places, and people.
- 1.7 The student will identify and describe reasons why people create, view, and participate in theatre experiences.
- 1.8 The student will explore appropriate sources for viewing theatrical works.

Innovation in the Arts

- 1.9 The student will identify and discuss careers in theatre.
- 1.10 The student will identify and describe how technology is used in theatre.
- 1.11 The student will describe and explore connections between dance, music, visual arts, and theatre experiences.

Technique and Application

- 1.12 The student will identify and practice physical and vocal skills for effective communication.
- 1.13 The student will identify the need for physical and vocal warm ups for performers.
- 1.14 The student will explain and explore an imagined reality through theatre activities and performance.
- 1.15 The student will describe responsibilities of performers.
- 1.16 The student will describe why safety procedures are necessary for theatre activities and performances.

Grade Two Theatre Arts

The standards for Grade Two Theatre Arts focus on developing ideas and skills for theatre performance. Students acquire ideas from their own experiences, their schools, their communities, the environment, and theatrical works of a variety of cultural influences. Students express these ideas while exploring and developing techniques for acting and performance.

Creative Process

- 2.1 The student will improvise a plot with a beginning, middle, and end.
- 2.2 The student will collaborate to develop ideas for group or individual performance.

Critical Thinking and Communication

- 2.3 The student will identify meaning communicated in theatrical works using theatre terms.
- 2.4 The student will identify and discuss a variety of responses to theatrical works.
- 2.5 The student will describe skills needed for theatre including but not limited to trust, active listening, communication, and collaboration.

History, Culture, and Citizenship

- 2.6 The student will identify ways that theatre arts are part of customs and traditions of various cultures.
- 2.7 The student will identify and compare theatre experiences in the community and Commonwealth.
- 2.8 The student will identify appropriate sources for theatre inquiry.

Innovation in the Arts

- 2.9 The student will identify careers and professional skills in theatre including but not limited to actors, directors, and technicians.
- 2.10 The student will explore technology used in theatre.
- 2.11 The student will identify skills and concepts learned in theatre that relate to concepts learned in other content areas.

Technique and Application

- 2.12 The student will identify and apply appropriate body positions, projection, speed, and volume in theatre activities.
- 2.13 The student will identify techniques for physical and vocal warm-ups.
- 2.14 The student will explore rehearsal techniques for character development.
- 2.15 The student will describe the relationship between the performer and audience.
- 2.16 The student will identify and explore technical elements of theatre including scenic elements and costumes.

Grade Three Theatre Arts

The standards for Grade Three Theatre Arts emphasize learning through inquiry and investigation. Students explore how meaning is communicated in theatre arts, and further develop communication skills for theatre activities and performance. Students identify and explain personal connections to theatrical works and investigate cultural influences. Students develop vocal and physical techniques for developing theatrical characters.

Creative Process

3.1 The student will construct and improvise individual and group performances in response to prompts.

3.2 The student will identify elements of a creative process for theatre.

Critical Thinking and Communication

3.3 The student will identify distinguishing characteristics of a variety of settings, characters, and plots of theatrical works.

3.4 The student will explain personal connections to theatrical works, experiences, or processes.

3.5 The student will explain and demonstrate active listening in theatre activities, rehearsal, and performance.

History, Culture, and Citizenship

3.6 The student will compare and contrast cultural influences of a variety of theatrical works.

3.7 The student will describe reasons that theatre has value to individuals and communities.

3.8 The student will identify appropriate use of the internet when exploring theatre topics and theatrical works.

Innovation in the Arts

3.9 The student will investigate and explore various theatre careers and theatre skills for college, career, and lifelong engagement with theatre.

3.10 The student will investigate and explain how technology is used in performance and production.

3.11 The student will explain how theatre incorporates skills and concepts learned in other content areas.

Technique and Application

3.12 The student will alter vocal choices and body position to express character traits.

3.13 The student will explain why physical and vocal warm ups are important for performers.

3.14 The student will identify a rehearsal process to prepare for a performance.

3.15 The student will identify creative and technical roles in theatre activities.

3.16 The student will identify and explore aspects of technical design (e.g., scenery, costumes, sound, lighting, props).

Grade Four Theatre Arts

The standards for Grade Four Theatre Arts continue to emphasize the foundational knowledge and skills for the rehearsal, performance, and production of theatrical works. Students explore theatre as self-expression, and experience theatrical works of a variety of historical and cultural influences. Students develop skills for critical thinking by describing, interpreting, and evaluating theatrical works. They explore how vocal and physical choices are used to convey character traits and emotions.

Creative Process

4.1 The student will develop ideas for theatre that include stories with imaginary characters or settings.

4.2 The student will identify questions for inquiry of a theatre topic of interest.

Critical Thinking and Communication

4.3 The student will analyze, interpret, and evaluate theatrical works.

- a) Describe connections between technical elements and plot.
- b) Interpret ideas and meanings in theatrical works.
- c) Evaluate the work of self and others based on established criteria.

4.4 The student will examine how personal beliefs and experiences influence responses to theatrical works.

4.5 The student will identify and describe theatre etiquette for a variety of theatre settings.

History, Culture, and Citizenship

4.6 The student will examine historical contexts of a variety of theatrical works.

4.7 The student will explain how theatre is an integral part of the community.

4.8 The student will describe and practice citing sources in theatre activities and research.

Innovation in the Arts

4.9 The student will identify skills learned in theatre that connect to other content areas and career options.

4.10 The student will explore innovative ways to use technology in theatre performance.

4.11 The student will explore how theatre skills and processes can be used in the development of solutions to real-world problems.

Technique and Application

4.12 The student will examine the impact of physical and vocal choices used to convey character traits and emotions.

4.13 The student will identify and explore physical and vocal warm ups for performers.

4.14 The student will practice a rehearsal process to perform for a selected audience.

4.15 The student will examine creative and technical roles in theatre.

4.16 The student will examine skills and concepts of technical theatre.

- a) Examine safety procedures in theatre spaces.

- b) Select and apply a technical element to enhance a dramatized story (e.g., scenery, costumes, sound, lighting, props).

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Grade Five Theatre Arts

The standards for Grade Five Theatre Arts enable students to apply their skills and knowledge in the performance and production of theatrical works. Emphasis is placed on communicating personal preferences and individual artistic choices. Students continue to strengthen their communication skills, and relate theatre skills to other areas of learning. Students use body and voice to communicate a variety of character traits and emotions in theatre activities. Students are prepared for further study of theatre arts at the middle school level.

Creative Process

- 5.1 The student will collaborate to devise stories and characters.
- 5.2 The student will demonstrate self-reflection and self-evaluation to improve a personal theatrical work or performance, based on specified criteria.

Critical Thinking and Communication

- 5.3 The student will analyze, interpret, and evaluate theatrical works.
 - a) Compare and contrast styles of theatre.
 - b) Justify personal choices using theatre vocabulary.
 - c) Develop criteria to evaluate the work of self and others.
- 5.4 The student will select a preferred theatrical work and defend the selection using appropriate theatre vocabulary.
- 5.5 The student will identify the *ensemble* and identify ensemble skills for theatre activities and performance.

History, Culture, and Citizenship

- 5.6 The student will compare and contrast cultural and historical influences of a variety of theatrical works.
- 5.7 The student will describe how theatre artists contribute to communities and society.
- 5.8 The student will define *intellectual property* as it relates to theatre.

Innovation in the Arts

- 5.9 The student will describe a variety of theatre arts careers.
- 5.10 The student will use available technology to develop theatrical works.
- 5.11 The student will compare and contrast theatre skills and processes with those of other art forms.

Technique and Application

- 5.12 The student will use the body and voice to communicate a variety of character traits and emotions in theatre activities.
- 5.13 The student will demonstrate the use of physical warm ups, vocal warm ups, and memorization to prepare for theatre activities and performance.
- 5.14 The student will rehearse and perform short scenes that include a beginning, middle, and end.

5.15 The student will identify and demonstrate roles and responsibilities of performers and production team in theatre activities.

5.16 The student will examine skills and concepts of technical theatre.

- a) Apply safety procedures in all theatre spaces.
- b) Identify skills and concepts for technical areas (e.g., scenery, lighting, sound, costumes, makeup).

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Grade Six Theatre Arts

The standards for Grade Six Theatre Arts introduce students to ~~the~~ fundamental concepts of theatre and foster theatre literacy. Through experiences involving inquiry, investigation, improvisation, performance, and production, ~~research, planning, scripting, production, and performance~~, students acquire skills in communicating ideas, thinking critically, and ~~solving problems~~ working collaboratively. This course prepares students for further theatrical study and nurtures an appreciation for engagement with ~~the~~ many forms of theatre.

Performance and Production

- 6.1 — ~~The student will build trust, cooperation, confidence, concentration, and listening skills through theatre exercises and team-building activities.~~[Moved to 6.5]
- 6.2 — ~~The student will describe the use of concentration, discipline, and imagination necessary for theatrical performance.~~
- 6.3 — ~~The student will use a problem-solving process to create solo and collaborative presentations, using body, voice, and imagination.~~[Moved to 6.2]
- 6.4 — ~~The student will improvise responses to creative prompts.~~ [Moved to 6.1]
- 6.5 — ~~The student will practice theatre etiquette and identify the role of the audience as integral to the performance experience.~~ [Moved to new 6.5]
- 6.6 — ~~The student will explain how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and verbally.~~ [Moved to 6.3]
- 6.7 — ~~The student will demonstrate theatre as dramatized storytelling by creating and presenting short scenes that include characters, setting, conflict, and a progressive chain of events.~~[Moved to 6.14]
- 6.8 — ~~The student will portray invented characters.~~ [Moved to 6.1]
- 6.9 — ~~The student will describe physical performance spaces and stage positions.~~ [Moved to 6.16]
- 6.10 — ~~The student will identify different types of performance spaces and productions.~~ [Moved to 6.16]
- 6.11 — ~~The student will select and use available technical elements to enhance presentations.~~ [Moved to 6.14]
- 6.12 — ~~The student will use contemporary technology to research an aspect of theatre arts.~~ [Moved to 6.10]
- 6.13 — ~~The student will identify the functions of a theatre director.~~ [Moved to 6.15]
- 6.14 — ~~The student will describe aspects of theatre design (e.g., lighting, sound, costumes, scenery).~~ [Moved to 6.14]

Theatre History and Cultural Context

- 6.15 — ~~The student will explain the influences of history and culture on the development of theatre.~~ [Moved to 6.6]
- 6.16 — ~~The student will classify drama as a form of literature.~~ [Moved to 6.3]
- 6.17 — ~~The student will define *comedy* and *tragedy* and differentiate between them.~~
- 6.18 — ~~The student will identify theatrical resources in the community.~~ [Moved to 6.7]

~~6.19 — The student will identify various careers in the theatre arts.~~ [Moved to 6.9]

Analysis, Evaluation, and Critique

~~6.20 — The student will define *critique* and develop criteria for critiquing performances.~~ [Moved to 6.3]

~~6.21 — The student will critique a short scene and/or evaluate a script, working collaboratively.~~ [Moved to 6.3]

~~6.22 — The student will make connections between personal experience and dramatizations.~~ [Moved to 6.4]

Aesthetics

~~6.23 — The student will describe how theatre is a representation of life.~~

~~6.24 — The student will describe how theatre incorporates other art forms.~~ [Moved to 6.11]

~~6.25 — The student will develop aesthetic criteria to formulate personal responses to theatrical productions.~~

Creative Process

~~6.1 — The student will apply creative thinking to theatre.~~

~~a) 6.4 — The student will improvise responses to creative prompts.~~

~~b) 6.8 — The student will portray invented characters.~~

~~6.32 — The student will use a problem-solving creative process to ~~create~~ develop solo and collaborative presentations, using body, voice, and imagination.~~

Critical Thinking and Communication

~~6.3 — The student will analyze, interpret, and evaluate theatrical works.~~

~~a) 6.16 — The student will classify drama as a form of literature. Describe connections between theatre and literature.~~

~~b) 6.6 — The student will Explain how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and verbally.~~

~~c) 6.20 — The student will Define *critique* and develop criteria for critiquing performances.~~

~~d) 6.21 — The student will Critique a short scene and/or evaluate a script, working collaboratively.~~

~~6.224 — The student will ~~make~~ identify connections between personal experience and dramatizations.~~

~~6.5 — The student will identify communication and collaboration skills for theatre experiences.~~

~~a) 6.5 — The student will practice theatre etiquette and Identify the role of the audience as integral to the performance experience.~~

- b) ~~6.1~~ — ~~The student will B~~build trust, cooperation, confidence, concentration, and listening skills through theatre exercises and team-building activities.

History, Culture, and Citizenship

- 6.4~~56~~ The student will explain ~~the~~ influences of history, ~~and~~ culture, and current events on the development of ~~theatre~~ theatrical works.
- 6.4~~87~~ The student will identify theatrical resources in the community.
- 6.8 The student will define *intellectual property* and describe issues of intellectual property related to theatre.

Innovation in the Arts

- 6.4~~99~~ The student will ~~identify~~ describe various careers in theatre arts.
- 6.4~~210~~ The student will ~~use contemporary technology to research an aspect of theatre arts.~~ identify the use of contemporary technology in theatre production.
- 6.24~~11~~ The student will ~~describe~~ analyze how theatre incorporates other art forms.

Technique and Application

- 6.6~~12~~ The student will ~~explain~~ demonstrate how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and verbally (through vocal choices).
- 6.13 The student will identify techniques and skills for actor preparation, including memorization and warm ups for performance.
- 6.7~~14~~ The student will demonstrate theatre as dramatized storytelling by ~~creating~~ preparing and presenting short scenes that include characters, setting, properties, conflict, and a progressive chain of events.
- 6.4~~315~~ The student will identify ~~the~~ functions of a theatre director.
- 6.16 The student will develop technical theatre and production skills.
- Identify safety procedures in all rehearsal and performance spaces.
 - ~~6.9~~ — ~~The student will D~~describe physical performance spaces and stage positions.
 - ~~6.10~~ — ~~The student will I~~identify different types of performance spaces and productions.
 - ~~6.14~~ — ~~The student will D~~describe aspects of theatre design (e.g., lighting, sound, costumes, makeup, scenery).
 - ~~6.11~~ — ~~The student will S~~select and use available technical elements to enhance presentations.

Grade Seven Theatre Arts

The standards for Grade Seven Theatre Arts strengthen and expand upon the concepts and skills introduced in grade six. Students continue to develop ~~creative, intuitive skills~~ collaboration skills while increasing their understanding of theatre performance. They focus on more complex experiences and expand their understanding of the cultural aspects of theatre. Students continue to refine the ~~collaborative~~ creative process while developing their communication and critical-thinking skills. This course prepares students for further theatrical study and ~~nurtures an appreciation for the many forms of theatre~~ exposes students to pathways for theatre-related careers.

~~Performance and Production~~

- 7.1 — ~~The student will explain why concentration, discipline, and imagination are necessary for theatrical performance.~~ [Moved to 7.13]
- 7.2 — ~~The student will communicate ideas in the context of individual and group performances, demonstrating teamwork, cooperation, and dependability.~~ [Moved to 7.5]
- 7.3 — ~~The student will brainstorm, solve problems, and collaborate to create presentations.~~ [Moved to 7.2]
- 7.4 — ~~The student will improvise scenes from given situations.~~ [Moved to 7.1]
- 7.5 — ~~The student will demonstrate the creative process by devising, refining, and presenting dramatizations.~~ [Moved to 7.2]
- 7.6 — ~~The student will practice theatre etiquette and analyze the role of the audience as integral to the performance experience.~~ [Moved to 7.5]
- 7.7 — ~~The student will explain the use of posture, gesture, movement, action, and stage position to communicate meaning.~~ [Moved to 7.12]
- 7.8 — ~~The student will apply vocal articulation, projection, and inflection during performance.~~ [Moved to 7.12]
- 7.9 — ~~The student will work collaboratively to research, analyze, rehearse, and present a scripted character in a memorized scene and/or monologue.~~ [Moved to 7.14]
- 7.10 — ~~The student will identify the functions and responsibilities of the creative team and production staff.~~ [Moved to 7.15]
- 7.11 — ~~The student will use technical theatre vocabulary.~~ [Moved to 7.3 and 7.16]
- 7.12 — ~~The student will identify the three major types of stages: proscenium, thrust, and arena.~~ [Moved to 7.16]

~~Cultural Context and Theatre History~~

- 7.13 — ~~The student will explain how theatre and contemporary media reflect diverse cultures.~~ [Moved to 7.6]
- 7.14 — ~~The student will describe theatre styles from two different time periods.~~ [Moved to 7.6]
- 7.15 — ~~The student will identify resources for scripts and materials.~~ [Moved to 7.8]
- 7.16 — ~~The student will identify various careers in the fields of theatre arts and contemporary media.~~ [Moved to 7.9]

Analysis, Evaluation, and Critique

- ~~7.17 — The student will identify the elements of plot, character, setting, conflict, mood, and dialogue. [Moved to 7.3]~~
- ~~7.18 — The student will compare and contrast theatre with other literary genres and forms of performance. [Moved to 7.3]~~
- ~~7.19 — The student will identify symbolism and theme in theatre presentations. [Moved to 7.3]~~
- ~~7.20 — The student will critique a live or recorded dramatic performance, using designated criteria and theatre arts vocabulary.~~

Aesthetics

- ~~7.21 — The student will explain how other fine arts and fields of knowledge are applied in theatre arts. [Moved to 7.11]~~
- ~~7.22 — The student will explain that theatre is an art form that elicits an immediate response.~~
- ~~7.23 — The student will use aesthetic criteria to justify personal responses to theatrical productions. [Moved to 7.4]~~

Creative Process

- ~~7.41 — The student will demonstrate creative thinking by improviseing scenes from given situations.~~
- ~~7.2 — The student will demonstrate the creative process.~~
- ~~a) 7.3 — The student will Bbrainstorm, solve problems, and collaborate to create presentations.~~
 - ~~b) 7.5 — The student will demonstrate the creative process by Ddevising, refining, and presenting dramatizations.~~

Critical Thinking and Communication

- ~~7.3 — The student will analyze, interpret, and evaluate theatre.~~
- ~~a) 7.11 — The student will Uuse technical theatre vocabulary to describe theatrical works.~~
 - ~~b) 7.17 — The student will Iidentify the elements of plot, character, setting, conflict, mood, and dialogue.~~
 - ~~c) 7.18 — The student will Ceompare and contrast theatre with other literary genres literature and other art forms and styles of performance.~~
 - ~~d) 7.19 — The student will Iidentify symbolism and theme in theatre presentations theatrical works.~~
 - ~~e) 7.20 — The student will Ceritique a live or recorded dramatic theatrical performance, using designated criteria and theatre arts vocabulary.~~
- ~~7.234 — The student will use aesthetic criteria to justify personal responses to theatrical productions.~~
- ~~7.5 — The student will identify and apply communication and collaboration skills for theatre experiences.~~

- a) ~~7.6 — The student will practice~~ Demonstrate theatre etiquette appropriate for a variety of situations and analyze the role of the audience as integral to the performance ~~experience~~.
- b) ~~7.2 — The student will~~ Communicate ideas in the context of individual and group performances, demonstrating teamwork, cooperation, and dependability.
- c) Describe how theatre and team-building activities develop ensemble skills.

History, Culture, and Citizenship

- ~~7.6~~ The student will explore historical and cultural aspects of theatrical works.
 - a) ~~7.14 — The student will~~ Describe theatre styles from ~~two~~ different time periods.
 - b) ~~7.13 — The student will~~ Explain how theatre and ~~contemporary~~ media reflect ~~diverse cultures~~ cultural perspectives.
- ~~7.7~~ The student will describe ways that theatre arts contribute to the community and society.
- ~~7.458~~ The student will identify appropriate resources for scripts and materials, with a focus on ethical and legal considerations.

Innovation in the Arts

- ~~7.469~~ The student will identify various careers in the fields of theatre arts and ~~contemporary media~~, with a focus on career preparation.
- ~~7.10~~ The student will investigate the uses and impact of digital media in theatre production.
- ~~7.2411~~ The student will explain how other fine arts and fields of knowledge are applied in theatre arts.

Technique and Application

- ~~7.12~~ The student will develop physical and vocal technique for theatre performance.
 - a) ~~7.8 — The student will~~ Apply effective vocal articulation, projection, rate, and ~~inflection~~ expression during performance.
 - b) ~~7.7 — The student will explain the~~ Apply effective use of posture, gesture, movement, action, and ~~stage~~ body position to communicate meaning.
- ~~7.413~~ The student will explain techniques and skills for actor preparation, including why concentration, discipline, preparation, and imagination ~~are necessary~~ for theatrical performance.
- ~~7.914~~ The student will ~~work collaboratively to~~ research, analyze, rehearse, and present a scripted character in a memorized scene and/or monologue.
- ~~7.4015~~ The student will identify ~~the~~ functions, skills, and responsibilities of the creative team and production staff.
- ~~7.16~~ The student will develop technical theatre and production skills.
 - a) Describe safety procedures for all rehearsal and performance spaces.
 - b) ~~7.11 — The student will~~ Use technical theatre vocabulary to describe theatrical design elements.
 - c) ~~7.12 — The student will~~ Identify ~~the three~~ major types of stages, including proscenium, thrust, and arena.

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Grade Eight Theatre Arts

The standards for Grade Eight Theatre Arts extend the techniques and skills acquired in grades six and seven. Students build ensemble skills, focus on the psychological and emotional dimensions of characters in action, and collaborate on more complex projects. Students ~~perform scripted works~~ conduct character analysis to research, develop, and present a scripted character, explore ~~theatrical design concepts~~ technical theatre and production concepts, and write critiques. They refine their analytical, collaborative, problem-solving, and critical-thinking skills that are necessary to make artistic decisions and present unified productions. This course prepares students for theatre arts studies at the high school level.

Performance and Production

- 8.1 — ~~The student will demonstrate the mental and physical discipline necessary for creating and maintaining an imagined reality during performance.~~ [Moved to 8.14]
- 8.2 — ~~The student will communicate themes and concepts through individual and group performances, demonstrating teamwork, cooperation, commitment, and dependability.~~ [Moved to 8.5]
- 8.3 — ~~The student will refine creative problem-solving, ensemble building, and improvisational skills while using the creative process.~~ [Moved to 8.1]
- 8.4 — ~~The student will work collaboratively to achieve unified productions, demonstrating respect for self and others as well as for the theatrical form.~~ [Moved to 8.5]
- 8.5 — ~~The student will demonstrate appropriate backstage and performance protocols and audience etiquette.~~ [Moved to 8.5]
- 8.6 — ~~The student will use character analysis techniques to research, develop, and present a scripted character.~~ [Moved to 8.13]
- 8.7 — ~~The student will refine vocal articulation and projection and use vocal choices (e.g., volume, pitch, inflection) while defining and presenting a character.~~ [Moved to 8.12]
- 8.8 — ~~The student will use movement, gesture, and other forms of physical expression as a means of communicating the physical, psychological, and emotional dimensions of a character.~~ [Moved to 8.12]
- 8.9 — ~~The student will analyze the playwright's use of character, setting, and theme in a script to convey meaning.~~ [Moved to 8.3]
- 8.10 — ~~The student will create, memorize, and present a scripted scene containing two or more characters.~~
- 8.11 — ~~The student will make informed choices to communicate ideas during the rehearsal process.~~
- 8.12 — ~~The student will design and use two technical elements (e.g., lighting, scenery, costumes, properties, sound) to illustrate environment, character, mood, and/or theatrical style.~~ [Moved to 8.16]
- 8.13 — ~~The student will fulfill the duties and responsibilities of a production staff member.~~ [Moved to 8.15]

Theatre History and Cultural Context

- 8.14 — ~~The student will investigate and identify how theatre and contemporary media reflect diverse cultures.~~ [Moved to 8.6]

- 8.15 — ~~The student will demonstrate knowledge of ethical and cultural issues related to theatre arts.~~
[Moved to 8.6]
- 8.16 — ~~The student will identify the social, cultural, and historical influences of theatre arts.~~ [Moved to 8.6]
- 8.17 — ~~The student will cite examples of theatre occurring in unique environments and physical spaces.~~ [Moved to 8.16]
- 8.18 — ~~The student will identify theatre resources in the community, including professional, community, and educational theatres.~~ [Moved to 8.7]
- 8.19 — ~~The student will examine a selected career in theatre, television, film, or contemporary media.~~
[Moved to 8.9]

Analysis, Evaluation, and Critique

- 8.20 — ~~The student will analyze a script, focusing on literary elements that further the development of plot, character, setting, mood, dialogue, and conflict.~~ [Moved to 8.3]
- 8.21 — ~~The student will analyze symbolism, implied meaning, and theme in theatrical presentations.~~
[Moved to 8.3]
- 8.22 — ~~The student will write a critique of a live or recorded dramatic performance, using designated criteria and theatre arts vocabulary.~~ [Moved to 8.3]
- 8.23 — ~~The student will demonstrate the ability to accept and utilize constructive criticism.~~ [Moved to 8.3]

Aesthetics

- 8.24 — ~~The student will define *aesthetics* and describe how it relates to theatre as a reflection of life.~~
- 8.25 — ~~The student will explain personal responses to theatrical productions based on experience and aesthetic criteria.~~ [Moved to 8.4]

Creative Process

- 8.31 — ~~The student will refine creative problem-solving, ensemble-building, and improvisational skills while using the creative process by devising and improvising theatrical works.~~
- 8.2 — ~~The student will demonstrate the creative process.~~
- a) Document research of theatre topics of personal interest.
 - b) Reflect on growth and learning in theatre.

Critical Thinking and Communication

- 8.3 — ~~The student will analyze, interpret, and evaluate theatre.~~
- a) Use theatre vocabulary appropriately when discussing and writing about theatre.
 - b) ~~8.20 — The student will analyze a script, focusing on~~ Identify ~~how literary elements that further the development of plot, character, setting, mood, dialogue, and conflict in a script.~~
 - c) ~~8.9 — The student will analyze~~ Explain ~~the playwright's use of character, setting, and theme in a script to convey meaning.~~

- d) ~~8.21 — The student will analyze~~ Identify symbolism, implied meaning, and theme in theatrical ~~works.~~ presentations.
- e) ~~8.22 — The student will~~ Ceritique a live or recorded ~~dramatic~~ theatrical performance, using developed criteria and theatre arts vocabulary.
- f) ~~8.23 — The student will~~ Demonstrate the ability to accept and ~~utilize~~ use constructive criticism.

~~8.254~~ The student will explain ~~personal~~ responses to theatrical productions based on personal background and experience ~~and aesthetic criteria.~~

~~8.5~~ The student will apply communication and collaboration skills for theatre experiences.

- a) ~~8.2 The student will~~ Communicate themes and concepts through individual and group performances, demonstrating teamwork, cooperation, commitment, and dependability.
- b) ~~8.5 — The student will~~ Identify and demonstrate appropriate backstage ~~procedures, and~~ performance protocols, and audience etiquette.
- c) ~~8.4 — The student will work collaboratively~~ Collaborate to achieve unified productions, demonstrating respect for self, ~~and others, as well as for~~ and the theatrical form.
- d) Analyze how theatre and team-building exercises support the development of ensemble skills.

History, Culture, and Citizenship

~~8.6~~ The student will explore historical and cultural aspects of theatrical works.

- a) ~~8.16 — The student will~~ Identify the social, cultural, and historical influences of ~~theatre arts~~ theatrical works.
- b) ~~8.14 — The student will~~ Investigate and identify how theatre and ~~contemporary~~ media reflect ~~diverse cultures and influence~~ cultural perspectives.
- c) ~~8.15 — The student will demonstrate knowledge of~~ Identify and examine ethical and cultural issues related to theatre arts.

~~8.487~~ The student will identify theatre resources in the community and the Commonwealth including but not limited to professional, community, and educational theatres.

~~8.8~~ The student will identify and discuss digital citizenship as it relates to the research and presentation of theatrical works.

Innovation in the Arts

~~8.499~~ The student will examine a selected career in theatre, television, film, or contemporary media.

~~8.10~~ The student will explore the use of digital media in the creative process and in the production of a theatre performance.

~~8.11~~ The student will synthesize knowledge from other content areas to support theatre arts processes.

Technique and Application

~~8.12~~ The student will develop physical and vocal technique for theatre performance.

- a) ~~8.7 — The student will Rrefine vocal articulation and projection and use vocal choices (e.g., volume, pitch, inflection) while defining and presenting and~~ technique to communicate a character.
- b) ~~8.8 — The student will Uuse~~ movement, gesture, and other forms of physical expression as a means of communicating the physical, psychological, and emotional dimensions of a character.

~~8.6~~13 The student will use character analysis techniques to research, develop, and present a scripted character.

~~8.4~~14 The student will demonstrate the mental and physical discipline necessary for creating and maintaining an imagined reality during performance.

~~8.4~~15 The student will fulfill the duties and responsibilities of a production staff member.

8.16 The student will develop technical theatre and production skills.

- a) Demonstrate safety procedures in all rehearsal and performance spaces.
- b) ~~8.17 — The student will cite~~ Identify examples of theatre occurring in unique environments and physical spaces.
- c) ~~8.12 — The student will Ddesign and use two~~ technical elements (e.g., lighting, scenery, costumes, properties, sound) to illustrate environment, character, mood, and/or theatrical style.

Theatre Arts I: Introduction to Theatre

The standards for Theatre Arts I enable students to ~~survey theatre arts, experience and appreciate theatrical works and performances, and participate in the~~ a creative processes of creating, refining, producing, and performing theatre. Students will analyze, interpret, and evaluate dramatic literature and theatrical works. The course emphasizes foundational concepts, ensemble work, and skill development and provides theatrical opportunities for students to determine areas of personal interest.

Performance and Production

- TI.1 — ~~The student will explore theatre as an ensemble art through group interaction by~~ [Moved to TI.5]
1. ~~developing communication strategies;~~ [Moved to TI.5]
2. ~~proposing and selecting alternatives to solve problems while building consensus;~~ [Moved to TI.5]
3. ~~collaborating to implement personal artistic choices; and~~ [Moved to TI.5]
4. ~~respecting the ideas and viewpoints of others.~~ [Moved to TI.5]
- TI.2 — ~~The student will create and strengthen trust and expand listening skills through participation in theatre games and improvisations (e.g., solo and group dramatizations, portrayals of characters in conflict, experiments in rhythm and imagery, pantomimes, playwriting experiments).~~ [Moved to TI.5]
- TI.3 — ~~The student will demonstrate the skills necessary to perform theatrical works by~~ [Moved to TI.12]
1. ~~creating and maintaining an imagined reality;~~ [Moved to TI.12]
2. ~~using the body and voice as expressive tools; and~~
3. ~~employing diction and projection so words can be heard and understood by an audience.~~ [Moved to TI.12]
- TI.4 — ~~The student will apply the creative process in storytelling, playwriting, and acting by~~ [Moved to TI.13]
1. ~~creating and writing a monologue and/or scene;~~
2. ~~analyzing the physical, emotional, and social dimensions of characters;~~ [Moved to TI.13]
3. ~~employing voice, body, and imagination in role playing;~~ [Moved to TI.13]
4. ~~presenting a memorized monologue and/or scene from a published work; and~~ [Moved to TI.13]
5. ~~investigating and applying audition techniques.~~ [Moved to TI.13]
- TI.5 — ~~The student will demonstrate theatrical direction, including blocking and staging a scene.~~ [Moved to TI.14]
- TI.6 — ~~The student will apply principles of technical theatre by~~ [Moved to TI.16]
1. ~~differentiating among the components of technical theatre;~~ [Moved to TI.16]
2. ~~identifying the responsibilities of designers and technicians;~~ [Moved to TI.16]
3. ~~demonstrating theatre safety practices; and~~ [Moved to TI.16]
4. ~~practicing ethical use of available technology and other resources (e.g., music, visuals, media materials).~~
- TI.7 — ~~The student will examine and explain the principles of theatre management.~~ [Moved to TI.15]

Theatre History and Cultural Context

- TI.8 — The student will identify how theatre, television, film, and/or contemporary media reflect the culture in which they are created. [Moved to TI.6]
- TI.9 — The student will make connections between theatre and other fields of knowledge.
- TI.10 — The student will explore theatre in various historical times and various cultures by
1. researching historical and cultural information about theatre in other times and places; [Moved to TI.6]
 2. examining non-Western traditions in drama; and [Moved to TI.6]
 3. identifying theatrical activity in the community and the commonwealth.

Analysis, Evaluation, and Critique

- TI.11 — The student will give, receive, and utilize constructive criticism by
1. making observations about theatrical performances, projects, and plans, using theatre arts vocabulary; and [Moved to TI.3]
 2. applying evaluative criteria to these observations.
- TI.12 — The student will analyze selected works of dramatic literature by [Moved to TI.3]
1. identifying the elements of character, conflict, setting, plot, theme, and dialogue; [Moved to TI.3]
 2. examining the purpose and meaning of each element; and [Moved to TI.3]
 3. developing and applying evaluative criteria. [Moved to TI.3]
- TI.13 — The student will analyze live performances by
1. identifying the elements of production—acting, directing, and design; and [Moved to TI.3]
 2. describing, analyzing, and evaluating artistic choices. [Moved to TI.3]
- TI.14 — The student will use self-evaluation as a tool for growth as a theatre artist.

Aesthetics

- TI.15 — The student will define *theatre* and support that definition, using theatre arts vocabulary. [Moved to TI.3]
- TI.16 — The student will describe how theatrical presentations can entertain, inform, and interpret the human experience. [Moved to TI.4]
- TI.17 — The student will describe a personal response to a theatrical experience, using theatre arts vocabulary. [Moved to TI.4]
- TI.18 — The student will explain how personal experience, culture, and current events shape personal aesthetic opinions and criteria. [Moved to TI.4]

Creative Process

- TI.1 — The student will create and write a monologue and/or scene.
- TI.2 — The student will apply a creative process for theatre.
- a) Develop ideas individually and collaboratively.
 - b) TI.14 — The student will Use self-evaluation as a tool for growth as a theatre artist.
 - c) Document inquiry, research, and ideas for theatre.

Critical Thinking and Communication

TL.3 The student will analyze, interpret, and evaluate theatre.

- a) ~~TL.15—The student will~~ Define *theatre* and support that definition, using theatre arts vocabulary.
- ~~TL.12—The student will analyze selected works of dramatic literature by~~
 - 1. ~~b) Identifying the elements of character, conflict, setting, plot, theme, and dialogue in~~ dramatic literature and;
 - 2. ~~examining the purpose and meaning of each element; and~~
 - 3. ~~c) Developing and applying evaluative criteria.~~
- d) ~~TL.11—The student will give, receive, and utilize constructive criticism by~~
 - 1. ~~d) Making~~ observations about theatrical performances, projects, and plans, using theatre arts vocabulary; ~~and~~
 - 2. ~~applying evaluative criteria to these observations.~~
- e) ~~TL.13—The student will analyze live performances by~~
 - 1. ~~Identifying the elements of production—(e.g., acting, directing, and design) of live~~ performances; and
 - 2. ~~f) Describing, analyzing, and evaluating~~ artistic choices.

TL.4 The student will examine, formulate, and justify personal responses to theatre.

- a) ~~TL.17—The student will~~ Describe a personal response to a theatrical experience; using theatre arts vocabulary.
- b) ~~TL.18—The student will explain~~ Describe how personal experience, culture, and current events shape ~~personal aesthetic opinions and criteria.~~ responses to theatre performances.
- c) ~~TL.16—The student will~~ Describe how theatrical works ~~presentations~~ can entertain, inform, and interpret the human experience.

TL.5 The student will apply communication and collaboration skills for theatre experiences.

- 1. ~~TL.1—The student will~~ a) Explore theatre as an individual and ensemble art form. through group interaction, ~~by~~
 - 1. ~~b) developing~~ Identify communication strategies.
 - 2. ~~c) Proposing and selecting~~ alternatives to solve problems while building ~~consensus~~ ensemble;
 - 3. ~~collaborating to implement personal artistic choices; and~~
 - 4. ~~respecting the ideas and viewpoints of others.~~
- d) ~~TL.2—The student will~~ Create and strengthen trust and expand listening skills through ~~participation in~~ theatre games and improvisations, ~~(e.g., solo and group dramatizations, portrayals of characters in conflict, experiments in rhythm and imagery, pantomimes, playwriting experiments).~~

History, Culture, and Citizenship

TL.6 The student will explore historical and cultural aspects of theatrical works.

- a) ~~TI.8~~ ~~The student will identify~~ how theatre, television, film, and/or contemporary media reflect the culture in which they are created.
- b) ~~TI.10~~ ~~The student will explore theatre in various historical times and various cultures by~~
- 1. ~~R~~researching historical and cultural information about theatre in other times periods and places;
- 2. ~~c) E~~examining non-Western traditions in theatre, drama; and
- 3. ~~identifying theatrical activity in the community and the commonwealth.~~ [Moved to TI.7]
- TI.7 The student will identify ways to engage the school community in school theatre performances and activities.
- TI.8 The student will identify and apply digital citizenship as it relates to research, performance, and production of theatrical works.

Innovation in the Arts

- TI.9 The student will analyze and discuss professional pathways for theatre careers.
- TI.10 The student will identify and explore technological developments and contemporary media in theatre performance and production.
- TI.11 The student will analyze how music, visual art, and dance arts enhance performances.

Technique and Application

- TI.312 The student will ~~demonstrate the skills necessary to perform theatrical works by~~ refine physical and vocal techniques for theatre performance.
 - 1. ~~a) C~~createing and maintaining character traits with body and voice. ~~an imagined reality;~~
 - 2. ~~using the body and voice as expressive tools; and~~
 - 3. ~~b) E~~mploying diction and projection so words can be heard and understood by an audience.
- TI.413 The student will ~~apply the creative process in storytelling, playwriting, and acting by~~ demonstrate techniques for actor preparation.
 - 1. ~~creating and writing a monologue and/or scene;~~
 - 2. ~~A~~analyzeing scripts to develop the physical, emotional, and social dimensions of characters;
 - 3. ~~E~~mploying voice, body, and imagination in role playing;
 - 4. ~~P~~resenting a memorized monologue and/or scene from a published work; ~~and~~
 - 5. ~~I~~nvestigateing and ~~a~~pplying audition techniques.
- TI.514 The student will demonstrate theatrical direction, including blocking and staging a scene.
- TI.15 The student will understand roles and relationships for theatre production.
 - a) Identify and discuss effective artistic leadership.
 - b) Identify and demonstrate a variety of roles and responsibilities of a production team during performance.

- c) ~~TI.7~~ The student will ~~E~~xamine and explain the principles of theatre management.

- TI.616 The student will apply principles of technical theatre, ~~by~~
- ~~1. a) D~~ifferentiating among the components of technical theatre.;
 - ~~2. b) I~~dentifying the responsibilities of designers and technicians.;
 - ~~3. c) D~~emonstrating theatre safety practices.;
 - ~~4. practicing ethical use of available technology and other resources (e.g., music, visuals, media materials).~~

Theatre Arts II: Dramatic Literature and Theatre History

The standards for Theatre Arts II help students make use of and build upon the concepts learned and skills acquired in Theatre Arts I. ~~Through various modes of expression and performance, S~~students investigate dramatic literature, theatrical styles, and historical periods. They study and respond to a variety of theatrical experiences that refine their ~~communicative, collaborative, analytical, interpretive, and problem-solving skills involving communication, critical thinking, and collaboration.~~ Students expand their artistic abilities ~~and appreciation of theatre arts by examining a variety of creative and technical roles in performance and production.~~

Performance and Production

- TH.1 — ~~The student will create theatre projects and productions through collaboration by~~ [Moved to TII.5]
- ~~1. assuming shared responsibility for group work;~~ [Moved to TII.5]
 - ~~2. practicing courtesy and respecting the ideas and points of view of others; and~~
 - ~~3. engaging all members of the group.~~
- TH.2 — ~~The student will create and strengthen trust through participation in theatre games and improvisations that~~ [Moved to TII.5]
- ~~1. demonstrate characterization and justify motivations;~~
 - ~~3. develop a narrative that expresses dramatic conflict;~~ [Moved to TII.5]
 - ~~4. incorporate dialogue and listening skills to express character relationships;~~
 - ~~5. integrate personal experience into the exercises; and~~
 - ~~6. refine concentration, observation, imagination, and sensory memory.~~
- TH.3 — ~~The student will exhibit rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established standards.~~
- TH.4 — ~~The student will demonstrate acting skills and techniques in solo and group performances by~~ [Moved to TII.12]
- ~~1. using movement, staging (blocking), pacing, and stage business;~~ [Moved to TII.12]
 - ~~2. refining vocal projection and diction;~~ [Moved to TII.12]
 - ~~3. choosing vocal and physical expressions that enhance characterization, conflict, and production style;~~ [Moved to TII.12]
 - ~~4. refining research skills and audition techniques for characterization and script/text interpretation;~~ [Moved to TII.13]
 - ~~5. incorporating psychological, historical, and social dynamics derived from information suggested by the script;~~ [Moved to TII.13]
 - ~~6. incorporating suggestions from the director; and~~ [Moved to TII.13]
 - ~~7. performing a fully rehearsed and memorized role.~~ [Moved to TII.13]
- TH.5 — ~~The student will apply principles of directing by~~ [Moved to TII.14]
- ~~1. selecting scenes and participating in script analysis, casting, staging, and rehearsing;~~ [Moved to TII.14]
 - ~~2. communicating directorial choices, including pacing, mood, concept, and style; and~~ [Moved to TII.14]
 - ~~3. employing ethical standards in script selection, revision/adaptation, and presentation.~~ [Moved to TII.14]

- ~~TII.6 — The student will demonstrate skills and principles of technical theatre by~~
- ~~1. applying safety procedures;~~
 - ~~2. utilizing the elements of technical theatre, such as lighting, scenery, costumes, makeup, properties, and sound;~~
 - ~~3. making a three dimensional model from design drawings;~~
 - ~~4. offering solutions to technical theatre problems;~~
 - ~~5. interpreting, preparing, and presenting elements of technical theatre to enhance a scene; and~~
 - ~~6. evaluating technical choices made in formal and informal presentations.~~
- ~~TII.7 — The student will examine the development of technical theatre by [Moved to TII.16]~~
- ~~1. explaining the effects of technological advancements on theatre production; and [Moved to TII.16]~~
 - ~~2. analyzing a variety of dramatic texts to determine their production requirements. [Moved to TII.16]~~
- ~~TII.8 — The student will demonstrate principles of theatre management/administration and the production process by [Moved to TII.15]~~
- ~~1. applying theatre management components, functions, and relationships in such areas as box office, publicity/marketing, house management, stage management, and tickets; and [Moved to TII.15]~~
 - ~~2. developing a schedule and organizational plan for a selected area of theatre operation. [Moved to TII.15]~~
- ~~TII.9 — The student will participate in a variety of theatrical experiences by~~
- ~~1. attending live theatre performances (amateur and/or professional); and~~
 - ~~2. fulfilling various roles and responsibilities in class presentations and performances.~~

Theatre History and Cultural Context

- ~~TH.10 — The student will compare and contrast the purposes of theatre in selected historical periods. [Moved to TII.6]~~
- ~~TH.11 — The student will identify major theatrical styles, including classical, Renaissance, modern, contemporary, and non-Western, including~~
- ~~1. identifying universal characters, situations, themes, and ideas in theatre;~~
 - ~~2. identifying the use of symbolism and cultural and historical clues in dramatic texts; and [Moved to TII.6]~~
 - ~~3. describing historical production designs, techniques, and performance practices. [Moved to TII.6]~~
- ~~TH.12 — The student will research current theatrical productions in the commonwealth and the nation. [Moved to TII.7]~~
- ~~TH.13 — The student will explain the impact of theatre, television, film, and/or contemporary media on the culture in which they exist.~~
- ~~TH.14 — The student will examine how advancements in technology impact theatre, television, film, and contemporary media. [Moved to TII.10]~~

Analysis, Evaluation, and Critique

- ~~TH.15 — The student will give, receive, and utilize constructive criticism by [Moved to TII.3]~~
- ~~1. critiquing theatrical performances, projects, plans, and ideas objectively;~~
 - ~~2. evaluating the artistic choices made in informal and formal productions;~~
 - ~~3. evaluating reviews and critiques of dramatic works; and~~
 - ~~4. critiquing theatrical performances outside of the school environment.~~

- ~~TH.16 — The student will analyze selected works of dramatic literature by [Moved to TII.3]~~
- ~~1. summarizing the playwright's intentions and message;~~
 - ~~2. identifying the elements of genre, style, structure, mood, language, and symbolism; [Moved to TII.3]~~
 - ~~3. demonstrating responses visually, orally, kinesthetically, or in writing, using theatre arts vocabulary; and~~
 - ~~4. relating dramatic themes to personal experience or current events.~~
- ~~TH.17 — The student will analyze how theatre is similar to and different from other literary genres and other art forms by [Moved to TII.3]~~
- ~~1. comparing theatre to film, video, novels, short stories, poetry, dance arts, music, and the visual arts; [Moved to TII.3]~~
 - ~~2. comparing how common themes are expressed in the other literary genres and art forms; [Moved to TII.11]~~
 - ~~3. comparing the interpretive and emotional nature of other literary genres and art forms in specific cultures and/or periods; and~~
 - ~~4. describing ways in which dance, music, and the visual arts enhance theatrical presentations.~~
- ~~TH.18 — The student will apply self-evaluation as a tool for growth as a theatre artist. [Moved to TII.2]~~

Aesthetics

- ~~TH.19 — The student will define *aesthetics* in the context of theatre arts.~~
- ~~TH.20 — The student will support personal aesthetic opinions and criteria, using theatre arts vocabulary. [Moved to TII.4]~~
- ~~TH.21 — The student will describe, refine, and organize personal ideas about the aesthetic qualities of a theatrical work. [Moved to TII.2]~~

Creative Process

- TII.1 The student will write an original script utilizing an accepted script format and revise based on feedback.
- TII.2 The student will apply a creative process for theatre.
- a) ~~TH.21 — The student will describe, refine, and organize personal ideas about the aesthetic qualities of a theatrical work.~~
 - b) ~~TH.18 — The student will apply self-evaluation as a tool for growth as a theatre artist.~~

Critical Thinking and Communication

- TII.3 The student will analyze, interpret, and evaluate theatre.
- a) ~~TH.16 — The student will analyze selected works of dramatic literature by~~
 - ~~1. summarizing the playwright's intentions and message;~~
 - ~~2. identifying the elements of genre, style, structure, mood, language, and symbolism;~~
 - ~~3. demonstrating responses visually, orally, kinesthetically, or in writing, using theatre arts vocabulary; and~~
 - ~~4. relating dramatic themes to personal experience or current events.~~

- b) ~~TH.17~~ — ~~The student will~~ Analyze how theatre is similar to and different from other literary genres and other art forms by
- ~~1. comparing theatre to film, video, novels, short stories, poetry, dance arts, music, and the visual arts;~~
 - ~~2. comparing how common themes are expressed in the other literary genres and art forms; [Moved to TII.11]~~
 - ~~3. comparing the interpretive and emotional nature of other literary genres and art forms in specific cultures and/or periods; and~~
 - ~~4. describing ways in which dance, music, and the visual arts enhance theatrical presentations.~~
- c) ~~TH.15~~ — The student will Give, receive, and utilize constructive criticism by
- ~~1. critiquing theatrical performances, projects, plans, and ideas objectively;~~
 - ~~2. evaluating the artistic choices made in informal and formal productions;~~
 - ~~3. evaluating reviews and critiques of dramatic works; and~~
 - ~~4. critiquing theatrical performances outside of the school environment.~~
- ~~TII.204~~ The student will support personal aesthetic opinions and criteria, using theatre arts vocabulary.
- TII.5 The student will apply communication and collaboration skills for theatre experiences.
- a) ~~TH.1~~ — ~~The student will~~ Create theatre projects and productions through collaboration by
- ~~1. assuming shared responsibility for group work; and~~
 - ~~2. practicing courtesy and respecting the ideas and points of view of others; and~~
 - ~~3. engaging all members of the group.~~
- b) ~~TH.2~~ — ~~The student will~~ Create and strengthen trust through participation in theatre games and improvisations that
- ~~1. demonstrate characterization and justify motivations;~~
 - ~~2. develop a narrative that expresses dramatic conflict;~~
 - ~~3. incorporate dialogue and listening skills to express character relationships;~~
 - ~~4. integrate personal experience into the exercises; and~~
 - ~~5. refine concentration, observation, imagination, and sensory memory.~~

History, Culture, and Citizenship

- TII.6 The student will explore historical and cultural aspects of theatrical works.
- a) ~~TH.10~~ — ~~The student will~~ Compare and contrast the purposes of theatre in selected historical periods.
- b) ~~TH.11~~ — ~~The student will~~ Identify major theatrical styles, including classical, Renaissance, modern, contemporary, and non-Western, including
- ~~1. identifying universal characters, situations, themes, and ideas in theatre;~~
 - ~~2. c) Identifying the use of symbolism and cultural and historical clues in dramatic texts; and~~
 - ~~3. d) Describing historical production designs, techniques, and performance practices.~~
- ~~TII.427~~ The student will research identify current theatrical productions in the Commonwealth and the nation.
- TII.8 The student will demonstrate legal and ethical standards in the use of technology and intellectual property.

Innovation in the Arts

TII.9 The student will describe theatre related skills that relate to a variety of postsecondary educational and career opportunities.

TII.410 The student will examine how advancements in technology have impacted theatre performance, television, film, and contemporary media production.

TII.11 The student will analyze how common themes are expressed in other literary genres and art forms.

Technique and Application

TII.412 The student will demonstrate acting skills and techniques in solo and group performances by refine physical and vocal techniques for theatre performance.

- 1- a) ~~Using~~ movement, staging (blocking), pacing, and stage business;
- 2- b) ~~Rrefine~~ing vocal projection and diction;
- 3- c) ~~Cchoose~~ing vocal and physical expressions that enhance characterization, conflict, and production style;
- 4- ~~refining research skills and audition techniques for characterization and script/text interpretation;~~ [Moved to TII.13]
- 5- ~~incorporating psychological, historical, and social dynamics derived from information suggested by the script;~~ [Moved to TII.13]
- 6- ~~incorporating suggestions from the director;~~ and [Moved to TII.13]
- 7- ~~performing a fully rehearsed and memorized role.~~ [Moved to TII.13]

TII.13 The student will demonstrate techniques for actor preparation.

- 4- a) ~~Rrefine~~ing research skills and audition techniques for characterization and script/text interpretation;
- 5- b) ~~Iincorporate~~ing psychological, historical, and social dynamics derived from information suggested by the script;
- 6- ~~Iincorporate~~ing suggestions from the director; ~~and~~
- 7- c) ~~Pperforming~~ a fully rehearsed and memorized role.

TII.514 The student will apply principles of directing, by

- 1- a) ~~Sselecting~~ scenes and participate~~ing~~ in script analysis, casting, staging, and rehearsing;
- 2- b) ~~Ccommunicate~~ing directorial choices, including pacing, mood, concept, and style; ~~and~~
- 3- c) ~~Eemploying~~ ethical standards in script selection, revision/adaptation, and presentation.

TII.815 The student will demonstrate principles of theatre management/administration and the production process, by

- 1- a) ~~Aapply~~ing theatre-management components, functions, and relationships in such areas as box office, publicity/marketing, house management, stage management, and tickets; ~~and~~
- 2- b) ~~Ddeveloping~~ a schedule and organizational plan for a selected area of theatre operation.

TII.716 The student will examine the development of technical theatre, by

- 1- a) ~~Eexplaining~~ the effects of technological advancements on theatre production; ~~and~~
- 2- b) ~~Aanalyze~~ing a variety of dramatic texts to determine their production requirements.
- 3- c) Demonstrate safety procedures including proper storage and maintenance of equipment, facilities, and properties.

Theatre Arts III: Intermediate Acting and Playwriting

The standards for Theatre Arts III help students ~~assimilate and~~ build upon the concepts learned and skills acquired in Theatre Arts II. Through various types of performance, students investigate acting styles and explore the process of playwriting, which includes research, character development, and creation of dramatic structure, conflict, and resolution. Students study and respond to a variety of ~~theatrical experiences that refine their collaborative, analytical, interpretive, and problem-solving skills~~ theatrical works in relation to the historical and cultural influences present in the work. They continue to cultivate and refine their artistic abilities and creative choices for performance and production. ~~and appreciation of theatre arts.~~

Performance and Production

- THH.1 — The student will apply rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established standards.
- THH.2 — The student will exhibit independence, self discipline, and commitment to the theatre process through work on assigned projects and productions. [Moved to THH.5]
- THH.3 — The student will integrate acting skills and techniques involving voice, movement, and analysis into the rehearsal process and performance by [Moved to THH.12]
1. ~~initiating artistic choices to enhance performance;~~ [Moved to THH.12]
 2. ~~listening to other actors and responding internally as well as externally;~~ [Moved to THH.12]
 3. ~~creating and sustaining multidimensional characters;~~ [Moved to THH.12]
 4. ~~enhancing characterizations, dialogue, and action;~~ [Moved to THH.12]
 5. ~~demonstrating self confidence and self expression; and~~ [Moved to THH.12]
 6. ~~making artistic decisions to achieve an ensemble.~~ [Moved to THH.12]
- THH.4 — The student will demonstrate the audition process by [Moved to THH.13]
1. ~~researching and selecting contrasting monologues by established playwrights;~~ [Moved to THH.13]
 2. ~~developing an understanding, interpretation, and portrayal of a character; and~~ [Moved to THH.13]
 3. ~~presenting memorized selections for critique.~~ [Moved to THH.13]
- THH.5 — The student will demonstrate playwriting by [Moved to THH.1]
1. ~~conceiving a theme to convey a message;~~ [Moved to THH.1]
 2. ~~constructing a dramatic plot structure;~~ [Moved to THH.1]
 3. ~~developing a central conflict;~~ [Moved to THH.1]
 4. ~~developing an idea through action; and~~ [Moved to THH.1]
 5. ~~portraying unique, multidimensional characters.~~ [Moved to THH.1]
- THH.6 — The student will demonstrate the application of theatre design by [Moved to THH.16]
1. ~~following safety procedures;~~ [Moved to THH.16]
 2. ~~rendering lighting plots, sound plots, properties, makeup, and/or costume plates for a stage or contemporary media production;~~ [Moved to THH.16]
 3. ~~making a two dimensional drawing of a three dimensional object, using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and/or properties;~~ [Moved to THH.16]
 4. ~~building a scale model of a setting for a stage or contemporary media production;~~ [Moved to THH.16]
 5. ~~implementing solutions to technical problems; and~~ [Moved to THH.16]
 6. ~~analyzing and justifying design choices.~~ [Moved to THH.16]

Theatre History and Cultural Context

- ~~THH.7 — The student will analyze how theatre can be a reflection of major movements/events (e.g., social, political) in historical eras. [Moved to THH.6]~~
- ~~THH.8 — The student will research acting styles from a variety of historical periods by comparing and contrasting decorum, environments, manners, and portrayals of characters and situations. [Moved to THH.6]~~
- ~~THH.9 — The student will trace the development of theatre design and performance by— [Moved to THH.6]~~
- ~~1. explaining the use and effects of technology; and~~
 - ~~2. analyzing a variety of dramatic texts with reference to their historical and cultural contexts in order to determine their original production requirements—.~~
- ~~THH.10 — The student will investigate contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process. [Moved to THH.10]~~
- ~~THH.11 — The student will compare and contrast live performance to contemporary media performance by~~
- ~~1. analyzing the production methods of each; and~~
 - ~~2. describing the use of contemporary media and theatre in a changing world.~~

Analysis, Evaluation, and Critique

- ~~THH.12 — The student will critique acting styles by [Moved to THH.3]~~
- ~~1. assessing projects, plans, or ideas;~~
 - ~~2. incorporating personal artistic choices into informal and formal productions; and~~
 - ~~3. critiquing acting styles of professional theatrical productions, using theatre arts vocabulary. [Moved to THH.3]~~
- ~~THH.13 — The student will apply a critical methodology to playwriting by [Moved to THH.3]~~
- ~~1. comparing the components of the works of established playwrights to those found in student works; [Moved to THH.3]~~
 - ~~2. revising original student scripts; and~~
 - ~~3. explaining why there will be a variety of responses by audience members.~~
- ~~THH.14 — The student will critique theatrical designs by [Moved to THH.3]~~
- ~~1. evaluating projects, plans, or ideas; and [Moved to THH.3]~~
 - ~~2. incorporating personal artistic choices into informal and formal productions.~~

Aesthetics

- ~~THH.15 — The student will justify personal choices regarding characterizations within the acting process.~~
- ~~THH.16 — The student will compare and contrast the aesthetic ideals of two or more playwrights.~~
- ~~THH.17 — The student will justify personal aesthetic criteria in response to theatrical and contemporary media performances.~~
- ~~THH.18 — The student will develop personal aesthetic criteria in response to theatre design.~~
- ~~THH.19 — The student will justify multiple points of view regarding the interpretation of theatrical works. [Moved to THH.4]~~

Creative Process

- ~~THH.51 — The student will demonstrate playwriting by~~

- ~~1. a) Conceiving~~ a theme to convey a message;
- ~~2. b) Constructing~~ a dramatic plot structure;
- ~~3. c) Developing~~ a central conflict;
- ~~4. d) Developing~~ an idea through action; ~~and~~
- ~~5. e) Portraying~~ unique, multidimensional characters.

THI.2 The student will apply the creative process for theatre.

- a) Use self-evaluation and constructive criticism to develop and refine theatrical works.
- b) Create and maintain a theatre portfolio of growth and learning.

Critical Thinking and Communication

THI.3 The student will analyze, interpret, and evaluate theatre.

- a) ~~THI.12 The student will critique acting styles by~~
 - ~~1. assessing projects, plans, or ideas;~~
 - ~~2. incorporating personal artistic choices into informal and formal productions; and~~
 - ~~3. Critiquing acting styles of professional theatrical productions, using theatre arts vocabulary.~~
- b) ~~THI.13 The student will apply a critical methodology to playwriting by~~
 - ~~1. Comparing and contrast the components of the works of established playwrights to those found in student works;~~
 - ~~2. revising original student scripts; and~~
 - ~~3. explaining why there will be a variety of responses by audience members.~~
- c) ~~THI.14 The student will Critique theatrical designs by~~
 - ~~1. evaluating projects, plans, or ideas; and~~
 - ~~2. incorporating personal artistic choices into informal and formal productions.~~

THI.19 The student will justify multiple points of view regarding the interpretation of theatrical works.

THI.25 The student will exhibit collaboration skills for theatre productions and processes. independence, self-discipline, and commitment to the theatre through work on assigned projects and productions.

History, Culture, and Citizenship

THI.6 The student will explore historical and cultural aspects of theatrical works.

- a) ~~THI.7 The student will Analyze cultural and historical influences of theatrical works. how theatre can be a reflection of major movements/events (e.g., social, political) in historical eras.~~
- b) ~~THI.8 The student will research Examine acting styles from a variety of historical periods, by comparing and contrasting decorum, environments, manners, and portrayals of characters and situations.~~
- c) ~~THI.9 The student will Trace the development of theatre design and performance. By~~
 - ~~1. explaining the use and effects of technology; and~~
 - ~~2. analyzing a variety of dramatic texts with reference to their historical and cultural contexts in order to determine their original production requirements.~~

THI.7 The student will identify and examine opportunities for arts advocacy in the community.

THI.8 The student will justify legal and ethical choices in the use of technology and intellectual property.

Innovation in the Arts

THI.9 The student will make career and college connections to theatre.

- a) Analyze and explore a specific pathway to becoming a theatre professional.
- b) Investigate components of a theatre portfolio for professional opportunities.

THI.10 The student will investigate tools and techniques for contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process.

THI.11 The student will identify and cultivate cross-curricular connections with theatre.

Technique and Application

THI.312 The student will integrate acting skills and techniques involving voice, and movement, and analysis into the rehearsal process and performance by

- 1. a) Initiating artistic choices to enhance performance, characterizations, dialogue, and action;
- 2. listening to other actors and responding internally as well as externally;
- 3. b) Creating and sustaining multidimensional characters;
- 4. enhancing characterizations, dialogue, and action;
- 5. demonstrating self-confidence and self-expression; and
- 6. making artistic decisions to achieve an ensemble.

THI.413 The student will demonstrate the audition process by techniques for actor preparation.

- 1. a) Analyze scripts to develop artistic choices. researching and selecting contrasting monologues by established playwrights;
- 2. b) Identify and apply acting techniques and methods for the developing an understanding, interpretation, and portrayal of a character; and
- 3. c) Select and presenting memorized selections for critique material for audition and critique.

THI.14 The student will apply skills and concepts for theatre performance.

- a) Incorporate constructive criticism and self-assessment to refine individual and ensemble performances.
- b) Create and revise blocking in various performance spaces to enhance performance.

THI.15 The student will identify leadership and production team roles for a variety of production types.

THI.616 The student will demonstrate the application of theatre design by

- 1. a) Following safety procedures;
- 2. b) Rendering lighting plots, sound plots, properties, makeup, and/or costume plates for a stage or contemporary media production;
- 3. making a two-dimensional drawing of a three-dimensional object, using scale drawings, perspective drawings, blueprints, or computer renderings to c) Design scenery, costumes, and/or properties;
- 4. building a scale model of a setting for a stage or contemporary media production;
- 5. d) Implementing solutions to technical problems; and
- 6. e) Analyzing and justifying design choices.

Theatre Arts IV: Advanced Acting and Directing

The standards for Theatre Arts IV help students refine the concepts learned and skills acquired in Theatre Arts III while reinforcing the principles learned in Theatre Arts I and II. Through research and inquiry of theatre topics of personal interest, students develop and refine creative choices for performance, production, and direction. ~~research, performance, and evaluation, students develop artistic criteria that are applied to performing and directing.~~ They study and respond to a variety of theatrical experiences, ~~showcasing and applying their critical thinking skills, collaborative, analytical, interpretive, and problem-solving skills.~~ Students develop and showcase leadership skills involving communication, problem solving, and collaboration to achieve unified productions.

Performance and Production

- TIV.1 — ~~The student will work independently and collaboratively as an actor to create formal and informal presentations, including~~
1. ~~depicting multidimensional characters;~~
2. ~~depicting given circumstances; and~~
3. ~~living truthfully in the moment.~~
- TIV.2 — ~~The student will create a personal acting technique by~~ [Moved to TIV.13]
1. ~~investigating both external and internal acting approaches;~~
2. ~~applying different acting approaches to different pieces (e.g., improvisations, monologues, scenes, plays);~~ [Moved to TIV.13]
3. ~~writing character analyses that include prior action, cultural background, objective, tactics, subtext, and consequences of actions; and~~
4. ~~writing script analyses that include the historical context, cultural context, through line, and playwright's intent.~~ [Moved to TIV.13]
- TIV.3 — ~~The student will demonstrate vocal performance skills—breath control, articulation, projection, volume, pitch, tone, vocal placement, rhythm, and dialect.~~ [Moved to TIV.12]
- TIV.4 — ~~The student will apply movement skills in characterization—posture, gait, gesture, leading center, balance, poise, timing, and facial expression.~~ [Moved to TIV.12]
- TIV.5 — ~~The student will prepare for academic and/or professional auditions by~~
1. ~~choosing and preparing contrasting one minute and two minute audition pieces from published works;~~
2. ~~preparing and presenting written and oral critiques of personal and peer audition pieces;~~
3. ~~developing a résumé of performance and production experience; and~~
4. ~~using established audition techniques and following audition notice guidelines.~~
- TIV.6 — ~~The student will work independently and collaboratively as a director to create formal and informal presentations, including~~ [Moved to TIV.14]
1. ~~depicting multidimensional characters;~~
2. ~~following the playwright's intent;~~
3. ~~depicting given circumstances; and~~
4. ~~realizing directorial concepts.~~

- ~~TIV.7 — The student will direct a two-character scene, a multicharacter scene, and a one-act play for performance, including [Moved to TIV.15]~~
- ~~1. selecting scripts from published and/or original works;~~
 - ~~2. researching the history, culture, and concept of each script;~~
 - ~~3. devising prompt books;~~
 - ~~4. establishing rehearsal and production schedules;~~
 - ~~5. applying established audition techniques in casting;~~
 - ~~6. modeling professional discipline in rehearsal and performance;~~
 - ~~7. conceiving and communicating a cohesive, artistic vision;~~
 - ~~8. creating a collaborative working relationship among cast and crew;~~
 - ~~9. creating and/or collaborating on designs for all production components; [Moved to TIV.16]~~
 - ~~10. employing staging (blocking) to achieve focus and communicate meaning;~~
 - ~~11. working with actors to develop and ensure effective characterizations;~~
 - ~~12. overseeing technical and design responsibilities and solving related problems; [Moved to TIV.16]~~
 - ~~13. meeting deadlines; and~~
 - ~~14. adhering to copyright and royalty requirements.~~

Theatre History and Cultural Context

- ~~TIV.8 — The student will research the development of the role of the director as a unifying force in a production.~~
- ~~TIV.9 — The student will use cultural and historical research to justify choices in directing and acting projects. [Moved to TIV.6]~~

Analysis, Evaluation, and Critique

- ~~TIV.10 — The student will analyze and interpret meaning in personal theatre projects. [Moved to TIV.3]~~
- ~~TIV.11 — The student will compare a variety of published criticisms of a play and evaluate findings. [Moved to TIV.3]~~
- ~~TIV.12 — The student will critique performances, focusing on the acting or directing. [Moved to TIV.3]~~
- ~~TIV.13 — The student will evaluate the qualities of a theatrical production that elicit an audience response, including the director's interpretation, the production elements, and the actors' abilities to sustain and project believable characterizations. [Moved to TIV.3]~~
- ~~TIV.14 — The student will analyze the intentions and choices of peer directors and designers. [Moved to TIV.3]~~

Aesthetics

- ~~TIV.15 — The student will propose a definition of *art* and support that definition within the context of theatre arts.~~
- ~~TIV.16 — The student will explain how personal aesthetic criteria are applied to personal performance and direction. [Moved to TIV.4]~~
- ~~TIV.17 — The student will justify personal perceptions of a playwright's intent, as filtered through the director's vision.~~
- ~~TIV.18 — The student will research current aesthetic issues in theatre (e.g., ethics, sensationalism, propaganda).~~

Creative Process

TIV.1 The student will evaluate and refine original scripts for performance.

TIV.2 The student will synthesize research and inquiry to develop artistic choices.

Critical Thinking and Communication

TIV.3 The student will analyze, interpret, and evaluate theatre.

a) ~~TIV.10~~ ~~The student will~~ Analyze and interpret meaning in personal theatre projects.

b) ~~TIV.11~~ ~~The student will~~ Ceompare and contrast a variety of published criticisms of a play and evaluate findings.

c) ~~TIV.12~~ ~~The student will~~ Ceritique performances, focusing on the acting or directing.

d) ~~TIV.13~~ ~~The student will~~ Evaluate the qualities of a theatrical production that elicit an audience response, including the director's interpretation, the production elements, and the actors' abilities to sustain and project believable characterizations.

e) ~~TIV.14~~ ~~The student will~~ Analyze the intentions and choices of peer directors and designers.

~~TIV.16~~ TIV.4 The student will explain how personal aesthetic criteria are applied to personal performance and direction.

TIV.5 The student will apply communication and collaboration skills for theatre experiences.

a) Prepare and present written and oral critiques of peer work.

b) Collaborate with peers for all elements of theatrical productions.

c) Model professional discipline in rehearsal and performance. [Moved from TIV.7]

History, Culture, and Citizenship

~~TIV.96~~ The student will use cultural and historical research to justify explain historical and cultural influences on choices in directing and acting projects.

TIV.7 The student will identify arts leaders in the community and their impact.

TIV.8 The student will assume personal responsibility and demonstrate integrity in making ethical and legal choices related to intellectual property.

Innovation in the Arts

TIV.9 The student will make career and college connections to theatre.

a) Refine professional theatre skills in an area of personal interest.

b) Create and refine a professional theatre portfolio.

TIV.10 The student will analyze the ways that technology and innovation have impacted the evolution of historical and contemporary theatre productions.

TIV.11 The student will synthesize a variety of art forms to create and enhance performance and production.

Technique and Application

TIV.12 The student will refine acting skills involving voice and movement to depict multidimensional characters.

- a) ~~TIV.3~~ ~~The student will~~ Demonstrate vocal performance skills—breath control, articulation, projection, volume, pitch, tone, vocal placement, rhythm, and dialect.
- b) ~~TIV.4~~ ~~The student will~~ Apply movement skills in characterization—posture, gait, gesture, leading center, balance, poise, timing, and facial expression.
- TIV.213 The student will ~~create a~~ refine personal acting technique, by
- ~~1. investigating both external and internal acting approaches;~~
 - ~~2. a) Applying different appropriate acting approaches to different pieces (e.g., improvisations, monologues, scenes, plays);~~
 - ~~3. writing character analyses that include prior action, cultural background, objective, tactics, subtext, and consequences of actions; and~~
 - ~~4. b) Analyze scripts for historical and cultural context. writing script analyses that include the historical context, cultural context, through line, and playwright's intent.~~
- c) Apply creative choices to communicate artistic intent.
- d) Refine actor preparation technique for audition and performance.
- TIV.614 The student will work independently and collaboratively as a director to create unified productions that follow the playwright's intent. ~~formal and informal presentations,~~ including
- ~~1. depicting multidimensional characters;~~
 - ~~2. following the playwright's intent;~~
 - ~~3. depicting given circumstances; and~~
 - ~~4. realizing directorial concepts.~~
- TIV.715 The student will demonstrate artistic leadership to develop an effective collaborative working relationship among cast and crew. ~~direct a two-character scene, a multicharacter scene, and a one-act play for performance, including~~
- ~~1. selecting scripts from published and/or original works;~~
 - ~~2. researching the history, culture, and concept of each script;~~
 - ~~3. devising prompt books;~~
 - ~~4. establishing rehearsal and production schedules;~~
 - ~~5. applying established audition techniques in casting;~~
 - ~~6. modeling professional discipline in rehearsal and performance;~~
 - ~~7. conceiving and communicating a cohesive, artistic vision;~~
 - ~~8. creating a collaborative working relationship among cast and crew;~~
 - ~~9. creating and/or collaborating on designs for all production components; [Moved to TIV.16]~~
 - ~~10. employing staging (blocking) to achieve focus and communicate meaning;~~
 - ~~11. working with actors to develop and ensure effective characterizations;~~
 - ~~12. overseeing technical and design responsibilities and solving related problems; [Moved to TIV.16]~~
 - ~~13. meeting deadlines; and~~
 - ~~14. adhering to copyright and royalty requirements.~~
- TIV.16 The student will refine skills for theatre design.
- a) ~~Createing and/or collaborateing on designs for all production components;~~
 - b) Assess ~~overseeing~~ technical and design components ~~responsibilities~~ and identify solutions to technical theatre problems. ~~solving related problems~~

Technical Theatre

The standards for Technical Theatre help students apply and expand their knowledge of theatre design, production, and management. Students develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students practice safe operating procedures, including the care, maintenance, and storage of tools, materials, and equipment.

Note: Please refer to “Safety” in the Introduction section of this document for a detailed explanation of safety requirements.

Design and Production

- TT.1 ~~The student will summarize how the fundamental aspects of scene design, lighting, sound, costumes, properties, and makeup are applied in individual and collaborative theatre projects.~~[Moved to TT.3]
- TT.2 ~~The student will explain how production design is derived from research, script analysis, and the directorial concept and how it communicates meaning to the audience.~~
- TT.3 ~~The student will describe the different types of theatre spaces (e.g., proscenium, thrust, area), suggesting specific design considerations for each.~~[Moved to TT.13]
- TT.4 ~~The student will identify the components of the theatre facility.~~[Moved to TT.14]
- TT.5 ~~The student will identify the responsibilities of the running crews.~~ [Moved to TT.15]
- TT.6 ~~The student will demonstrate set construction by~~[Moved to TT.16]
- ~~1. adhering to safety guidelines;~~
 - ~~2. identifying and using construction tools and hardware; and~~
 - ~~3. building scenic elements (e.g., flats, platforms, step units).~~
- TT.7 ~~The student will demonstrate scene design by~~[Moved to TT.17]
- ~~1. adhering to safety guidelines;~~
 - ~~2. analyzing required and implied design considerations;~~[Moved to TT.17]
 - ~~3. sketching preliminary designs;~~[Moved to TT.17]
 - ~~4. drawing floor plans to scale for given stage dimensions;~~ [Moved to TT.17]
 - ~~5. creating front view drawings, perspective drawings, and models;~~ [Moved to TT.17]
 - ~~6. applying painting techniques to scenery and backdrops; and~~[Moved to TT.17]
 - ~~7. acquiring and placing furnishings and stage properties.~~
- TT.8 ~~The student will design, produce, and manage properties by~~[Moved to TT.18]
- ~~1. analyzing the required and implied design considerations;~~
 - ~~2. creating a prop list;~~
 - ~~3. constructing, gathering, and/or adapting objects to enhance the production elements;~~
~~and~~
 - ~~4. preparing locations for storage.~~
- TT.9 ~~The student will demonstrate lighting design and production by~~[Moved to TT.19]
- ~~1. adhering to safety guidelines;~~
 - ~~2. identifying and using lighting instruments (e.g., fresnel, ellipsoidal, parcan) as well as their parts (e.g., connectors, lamp, lenses) and accessories;~~
 - ~~3. identifying and operating a dimming system;~~
 - ~~4. demonstrating the mechanics of lighting;~~
 - ~~5. explaining and applying additive color mixing of light; and~~
 - ~~6. creating a simple lighting plot.~~

- TT.10 — ~~The student will demonstrate use of sound to enhance performance and convey mood and information by [Moved to TT.20]~~
- ~~1. adhering to safety guidelines;~~
 - ~~2. analyzing required and implied design considerations; [Moved to TT.20]~~
 - ~~3. identifying and using sound equipment; [Moved to TT.20]~~
 - ~~4. using amplification and sound effects; [Moved to TT.20]~~
 - ~~5. creating a sound plot; and [Moved to TT.20]~~
 - ~~6. adhering to relevant copyright and royalty requirements.~~
- TT.11 — ~~The student will demonstrate costume design and production by [Moved to TT.21]~~
- ~~1. analyzing required and implied design considerations; [Moved to TT.21]~~
 - ~~2. creating a costume plot and costume drawings; [Moved to TT.21]~~
 - ~~3. identifying tools, materials, and equipment; [Moved to TT.21]~~
 - ~~4. employing the fundamentals of sewing, following safety guidelines; and [Moved to TT.21]~~
 - ~~5. adapting an existing costume from stock.~~
- TT.12 — ~~The student will demonstrate hair and makeup design by [Moved to TT.22]~~
- ~~1. analyzing required and implied design considerations; [Moved to TT.22]~~
 - ~~2. creating a hair and makeup plot; [Moved to TT.22]~~
 - ~~3. identifying tools, materials, and equipment; and [Moved to TT.22]~~
 - ~~4. using safe, hygienic fundamentals of hair and makeup application and removal. [Moved to TT.22]~~
- TT.13 — ~~The student will identify the responsibilities of the stage manager, house manager, and business manager. [Moved to TT.23]~~
- TT.14 — ~~The student will apply principles of stage management by~~
- ~~1. creating a prompt book, noting blocking and cues for lighting, sound, and effects;~~
 - ~~2. assisting the director in all areas of production management; and~~
 - ~~3. maintaining effective communication with members of the cast and crew.~~
- TT.15 — ~~The student will apply principles of house management by~~
- ~~1. preparing and maintaining a facility during a production;~~
 - ~~2. recruiting and instructing house staff (e.g., ushers, concession workers);~~
 - ~~3. following safety regulations and emergency plans (e.g., medical, fire); and~~
 - ~~4. assuring the comfort of patrons.~~
- TT.16 — ~~The student will apply principles of business management by~~
- ~~1. adhering to copyright and royalty requirements for use of materials (e.g., contemporary media, recordings, written materials);~~
 - ~~2. preparing and tracking a budget for a production;~~
 - ~~3. collaborating to create and maintain a Web site; and~~
 - ~~4. collaborating to create a publicity plan for a production (e.g., press releases, posters, flyers, Web information, playbills, tickets).~~

Theatre History and Cultural Context

- TT.17 — ~~The student will examine the development of technical theatre by [Moved to TT.6]~~
- ~~1. explaining the impact of technological advancements on theatre; and~~
 - ~~2. analyzing a variety of dramatic texts to determine their production requirements by referencing their historical and cultural contexts. [Moved to TT.6]~~
- TT.18 — ~~The student will research theatre architecture, technology, fashion, furnishings, objects, and lighting in various historical eras.~~

~~TT.19 The student will trace the development of theatre stages and staging through history.~~

Analysis, Evaluation, and Critique

~~TT.20 The student will justify personal choices in specific design, production, and/or management areas through a variety of completed materials.~~

~~TT.21 The student will critique the design and production aspects of a live performance. [Moved to TT.3]~~

~~TT.22 The student will devise a constructive critique of peer work. [Moved to TT.3]~~

Aesthetics

~~TT.23 The student will explain how personal aesthetic criteria are applied to theatre design, production, and management.~~

~~TT.24 The student will compare and contrast the design and production elements of theatre with other fine arts products (e.g., concerts, recitals, exhibitions). [Moved to TT.11]~~

~~TT.25 The student will identify how theatre design elements elicit an emotional and/or intellectual response from the audience. [Moved to TT.3]~~

Creative Process

TT.1 The student will create design elements that demonstrate personal voice and vision.

TT.2 The student will apply the creative process for technical theatre.

- a) Explain and practice how production design is derived from research, script analysis, and directorial concept.
- b) Create and maintain a technical theatre portfolio to demonstrate growth in design and production.

Critical Thinking and Communication

TT.3 The student will analyze, interpret, and evaluate aspects of technical theatre.

- a) ~~TT.1 The student will summarize~~ Analyze how the fundamental aspects of scene design, lighting, sound, costumes, properties, and makeup are applied in individual and collaborative theatre projects to communicate the playwright's artistic intent..
- b) ~~TT.25 The student will identify~~ how theatre design elements elicit an emotional and/or intellectual response from the audience.
- c) ~~TT.21 The student will Critique~~ the design and production aspects of a live performance.
- d) ~~TT.22 The student will D~~ devise a constructive critique of peer work.

TT.4 The student will explain and justify personal preferences for theatre design using appropriate vocabulary.

TT.5 The student will identify, describe, and apply collaboration and communication skills for technical theatre.

History, Culture, and Citizenship

~~TT.176 The student will examine the development of technical theatre by~~
~~1. explaining the impact of technological advancements on theatre; and~~

2. ~~analyzing~~ a variety of dramatic texts to determine their production requirements by referencing their historical and cultural contexts.

TT.7 The student will identify ways to engage the school community in school theatre productions.

TT.8 The student will assume personal responsibility and demonstrate integrity in making ethical and legal choices related to intellectual property.

Innovation in the Arts

TT.9 The student will identify connections between technical theatre and skills for workplace, college, and career opportunities.

TT.10 The student will identify new and emerging technology for theatre production.

TT.2411 The student will ~~compare and contrast the~~ identify connections between design and production elements of theatre with other fine arts products. (e.g., ~~concerts, recitals, exhibitions~~).

Technique and Application

TT.12 The student will identify and apply safety guidelines for all aspects of technical theatre work.

TT.313 The student will describe the different types of theatre spaces (e.g., proscenium, thrust, area), suggesting specific design considerations for each.

TT.414 The student will identify the components of the theatre facility.

TT.515 The student will identify the responsibilities of the running crews.

TT.616 The student will identify and use construction tools and hardware to build scenic elements. demonstrate set construction by
~~1. adhering to safety guidelines;~~
~~2. identifying and using construction tools and hardware; and~~
~~3. building scenic elements (e.g., flats, platforms, step units).~~

TT.717 The student will demonstrate ~~scene~~ scenic design. by
~~1. adhering to safety guidelines;~~
~~2. a) Analyzing required and implied design considerations;~~
~~3. b) Sketching preliminary designs;~~
~~4. c) Drawing floor-ground plans and elevations to scale for given stage dimensions;~~
~~5. d) Creating front view drawings, perspective drawings, and models;~~
~~6. e) Applying painting techniques to scenery and backdrops; and~~
~~7. acquiring and placing furnishings and stage properties.~~

TT.818 The student will design, produce, and manage props to enhance production elements. properties by
~~1. analyzing the required and implied design considerations;~~
~~2. creating a prop list;~~
~~3. constructing, gathering, and/or adapting objects to enhance the production elements; and~~
~~4. preparing locations for storage.~~

TT.919 The student will demonstrate lighting design and production, by

1. ~~adhere to safety guidelines;~~
2. ~~a) Identifying and using~~ lighting instruments (e.g., fresnel, ellipsoidal, parcan) as well as their parts (e.g., connectors, lamp, lenses) and accessories.;
3. ~~b) Identifying and operating~~ a dimming system.;
4. ~~c) Demonstrating~~ the mechanics of lighting.;
5. ~~d) Explaining and applying additive color mixing~~ physical aspects of light.; and
6. ~~e) Creating~~ a simple lighting plot.

TT.1020 The student will demonstrate use of sound to enhance performance and convey mood and information, by

1. ~~adhering to safety guidelines;~~
2. ~~a) Analyzing~~ required and implied design considerations.;
3. ~~b) Identifying and using~~ sound equipment.;
4. ~~c) Using~~ amplification and sound effects.;
5. ~~d) Creating~~ a sound plot.;
6. ~~adhering to relevant copyright and royalty requirements.~~

TT.1121 The student will demonstrate costume design and production, by

1. ~~a) Analyzing~~ required and implied design considerations.;
2. ~~b) Creating~~ a costume plot and costume drawings.;
3. ~~c) Identifying~~ tools, materials, and equipment.;
4. ~~d) Employing the fundamentals of sewing, following safety guidelines.;~~ and
5. ~~adapting an existing costume from stock.~~

TT.1222 The student will demonstrate hair and makeup design, by

1. ~~a) Analyzing~~ required and implied design considerations.;
2. ~~b) Creating~~ a hair and makeup plot.;
3. ~~c) Identifying~~ tools, materials, and equipment.;
4. ~~d) Using~~ safe, hygienic fundamentals of hair and makeup application and removal.

TT.1323 The student will identify the responsibilities of the stage manager, house manager, and business manager.

Theatre Arts Standards of Learning for Virginia Public Schools



**Board of Education
Commonwealth of Virginia**

March 2020

DRAFT

Theatre Arts Standards of Learning for Virginia Public Schools

Adopted in March 2020 by the Board of Education

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Foreword

The Fine Arts Standards of Learning in this publication represent a significant development in public education in Virginia. Adopted in March 2020 [tentative adoption date] by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts as part of a comprehensive education in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, communicate effectively, work collaboratively, understand historical and cultural perspectives, and exercise creative thinking by employing originality, flexibility, and imagination.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, community arts organization representatives, fine arts professional organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state, as well as public comment email accounts.

The Fine Arts Standards of Learning are available online for divisions and teachers to use in developing curricula, lesson plans, instructional strategies, and assessment methods to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what students need to know and be able to do in a sequential course of study. The standards set clear, concise, measurable, and rigorous expectations for students.

While the standards focus on what is most essential, schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students. Fine arts instruction in Virginia is responsive to and respectful of students' prior experiences, talents, interests, and cultural perspectives. Successful fine arts programs challenge students to maximize their potential and provide consistent monitoring, support and encouragement to ensure success for all. All students, including gifted students, English learners, and students with special needs, must have an opportunity to learn and meet high standards in fine arts instruction as part of a comprehensive education.

A major objective of Virginia's educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all students of the Commonwealth. These Fine Arts Standards of Learning exemplify the expectations established in the Profile of a Virginia Graduate and are reflective of the skills and attributes students need to excel in the 21st Century workplace.

Introduction

The *Theatre Arts Standards of Learning* identify the essential knowledge and skills required in the theatre arts curriculum for each grade level or course in Virginia’s public schools. The standards outline the minimum criteria for a sequential course of study within a comprehensive theatre arts education program. The standards are designed to be cumulative, progressing in complexity by course from middle school through the four levels of high school.

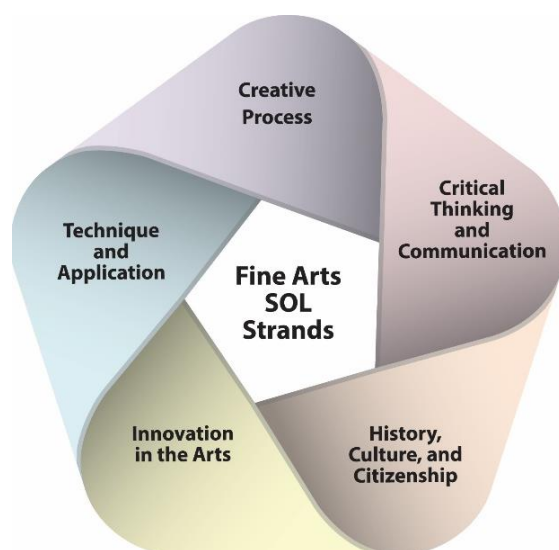
A comprehensive theatre arts program provides students with the opportunity to develop ideas and skills through a creative process and the ability to understand their own responses and the responses of others to the many forms of theatrical experience. Through participation in the theatre arts, students develop critical-thinking skills and draw upon core academic areas to develop solutions to problems of creation, design, and execution. They develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifelong engagement with the arts.

The standards are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Teachers are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

The *Theatre Arts Standards of Learning* support the following goals for students:

- Think and act creatively by employing originality, flexibility, and imagination in the development of theatrical works.
- Understand and apply a creative process for developing ideas and theatrical works.
- Develop critical thinking skills through the analysis, interpretation, and evaluation of the work of self and others.
- Articulate personal responses to theatrical works, and recognize diverse responses and opinions of others.
- Identify and apply collaboration and communication skills for rehearsal, performance, and production of theatrical works.
- Demonstrate understanding of cultural and historical influences of theatre arts.
- Nurture a lifelong engagement with theatre.
- Identify and understand ethical and legal considerations for engaging with and using theatrical resources and source materials.
- Connect theatre arts content and skills to career options, college opportunities, and the 21st Century workplace.
- Understand and explore the impact of current and emerging technologies on theatre arts.
- Cultivate authentic connections between theatre skills, content, and processes with other fields of knowledge to develop problem-solving skills.
- Acquire the technical and artistic knowledge and skills necessary for expressive dramatic performance.
- Demonstrate knowledge of the elements of theatre production and management.
- Demonstrate knowledge of and responsibility for the safe and ethical use of facilities, materials, methods, and technologies.



Strands

The *Theatre Arts Standards of Learning* are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout theatre arts instruction, regardless of the particular learning experience. Through the understanding of theatre arts concepts and acquisition of theatre arts skills, the goals for theatre arts education are realized.

Creative Process

A creative process guides the development of ideas and original work. Creative processes include inquiry, questioning, research, investigation, generating ideas and solutions, testing and discussing ideas and solutions, refining work as part of a creative community, and reflecting on the process and product. Through creative processes, students use their knowledge and skills flexibly to develop an original voice and vision for a variety of theatre roles including actor, playwright, performer, director, theatre technician, and producer.

Critical Thinking and Communication

Students analyze theatrical works and dramatic literature when they describe works using appropriate vocabulary, classify properties of works in a variety of ways, compare and contrast aspects of theatrical works, and recognize properties and characteristics. Students interpret the work of self and others for messages and meaning. Evaluating the work of self and others allows students to deeply apply content knowledge and to develop informed responses. Students recognize and articulate personal attitudes, preferences, and opinions regarding theatrical works. Students examine their opinions, attitudes, and beliefs, and recognize the value of learning about diverse responses of others.

Collaboration and communication skills for theatre arts include developing as an ensemble, compromise, sharing responsibility, teamwork, active listening, recognizing and effectively using verbal and nonverbal cues, presenting work and ideas, and providing and receiving constructive feedback.

History, Culture, and Citizenship

Students explore and understand cultural and historical influences of the work of self and others. Students identify the value, roles, and reasons for creating from the perspective of many time periods, people, and places. Students understand that theatre arts are integral to communities and cultures. Students identify and interact with theatre as a community member and citizen, developing a lifelong engagement with theatre as a supporter, advocate, creator, performer, and viewer. Students identify and understand ethical and legal considerations for engaging with theatrical resources and source materials responsibly.

Innovation in the Arts

Students connect theatre arts content, processes, and skills to career pathways, college opportunities, and the 21st Century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on theatre production and performance, and develop problem-solving skills by cultivating connections between fields of knowledge.

Technique and Application

Students will develop skills and techniques for multiple means of expression in theatre arts. They will design and implement creative presentations consistent with form and expressive intent, while applying concepts and skills that are inherent to theatrical design, production, and performance. Through study and practical experience, students will develop the physical, emotional, conceptual, intellectual, intuitive, and practical skills associated with theatre.

Safety

Safety must be given the highest priority in implementing the theatre arts instructional program. Students must know how to follow safety guidelines; demonstrate appropriate safety techniques; use and care for equipment, stage properties, costumes, and facilities safely; and practice theatre etiquette both on and off stage while working individually and in groups.

For every instructional activity, correct, safe techniques as well as wise selection of appropriate resources, materials, and theatrical experiences must be carefully considered in regard to safety. Safe facilities for instruction and performance require thorough planning, careful managing, and constant monitoring during theatre activities. Class enrollment and audience size should not exceed the designated capacity of any instructional or performance setting.

Theatre production embraces a wide range of necessary activities when mounting a performance, including rehearsal, design and implementation of technical elements, performance, and strike and cleanup. Each of these activities requires teaching and learning the safe use of equipment and facilities. The standards listed below are among those that should be followed to avoid injury or damage.

Rehearsal

- Physical and vocal warm-ups are essential for students' safety.
- Stage combat should be choreographed to eliminate unnecessary risk.
- Dance rehearsals should be conducted on a smooth, resilient, nonslip floor (e.g., sprung wood floor, marley floor).

- Platforms and stair units must be secured from accidental movement and have sufficient railings.
- A telephone should be available at all times, and emergency numbers should be displayed prominently in the space being used.
- Performance and technical rehearsals should be staffed by a theatre teacher as well as a stage manager, production manager, and/or technical director.

Design and implementation of technical elements

- Construction of scenery, costumes, and properties should be conducted under the same conditions and according to the same practices used for career and technical education classes, including use of appropriate personal safety equipment, such as gloves, goggles, hearing protectors, and dust masks.
- Stage curtains and drapes should have a flameproof rating and current certification.
- Stage lighting circuits, wiring, dimmers, and fixtures must be properly maintained and regularly inspected, especially for ground continuity.
- A master switch for the electrical supply to stage lighting equipment must be easily accessible.
- Amplified sound volumes must not exceed safe levels.
- All damaged and worn-out equipment must be assessed for safety issues before being used.

Performance

- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
- All exits must be unobstructed and usable at all times.
- All exit and emergency lights must be in good operating condition.
- Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.

Strike and cleanup

- Scheduling strike and cleanup immediately after the final performance, when carelessness due to fatigue may increase the risk of accidents and injuries, should be avoided.
- Strike and cleanup must be supervised by a theatre teacher with training in theatre safety.

Kindergarten Theatre Arts

The standards for Kindergarten Theatre Arts serve as the foundation for further theatre arts instruction. The standards focus on developing skills individually and collaboratively, developing critical thinking skills, understanding historical and cultural aspects of theatre arts, and connecting theatre arts to other areas of learning. Students develop artistic and technical skills for self-expression and group performance.

Creative Process

K.1 The student will improvise characters from stories.

K.2 The student will ask questions about theatre arts.

Critical Thinking and Communication

K.3 The student will describe theatre performances using theatre vocabulary.

K.4 The student will describe personal connections to and interests in theatre.

K.5 The student will recognize that theatre consists of individuals working together to reach a common goal.

History, Culture, and Citizenship

K.6 The student will respond to theatrical works from a variety of time periods, places, and people.

K.7 The student will identify a variety of reasons why people create theatrical works.

K.8 The student will identify information about theatre from provided resources.

Innovation in the Arts

K.9 The student will recognize theatre as an art form and profession.

K.10 The student will recognize ways that technology is used in theatre.

K.11 The student will recognize connections between dance, music, and visual arts in theatre experiences.

Technique and Application

K.12 The student will recognize and explore how movement and voice express feelings and emotions.

K.13 The student will recognize the use of body, voice, and imagination to communicate stories.

K.14 The student will recognize theatre as dramatized storytelling.

K.15 The student will identify the performers and audience in theatre activities.

K.16 The student will recognize safety procedures in theatre spaces.

Grade One Theatre Arts

The standards for Grade One Theatre Arts emphasize the development of communication and collaboration skills in theatre experiences. Students learn to recognize and apply a creative process for developing theatre ideas, and respond to theatrical works from a variety of time periods, people, and places. Students make connections between storytelling through theatre performance and literature.

Creative Process

- 1.1 The student will share ideas to improvise elements of stories with a setting, characters, and conflict.
- 1.2 The student will generate ideas and collaborate to expand ideas and solve challenges in theatre activities and processes.

Critical Thinking and Communication

- 1.3 The student will describe similarities and differences of a theatre performance and the story it is based on.
- 1.4 The student will describe personal reactions or responses to theatre works.
- 1.5 The student will identify skills needed to collaborate in theatre activities and performances, such as performer and audience etiquette for a variety of theatre settings.

History, Culture, and Citizenship

- 1.6 The student will identify and respond to theatrical works from a variety of time periods, places, and people.
- 1.7 The student will identify and describe reasons why people create, view, and participate in theatre experiences.
- 1.8 The student will explore appropriate sources for viewing theatrical works.

Innovation in the Arts

- 1.9 The student will identify and discuss careers in theatre.
- 1.10 The student will identify and describe how technology is used in theatre.
- 1.11 The student will describe and explore connections between dance, music, visual arts, and theatre experiences.

Technique and Application

- 1.12 The student will identify and practice physical and vocal skills for effective communication.
- 1.13 The student will identify the need for physical and vocal warm ups for performers.
- 1.14 The student will explain and explore an imagined reality through theatre activities and performance.
- 1.15 The student will describe responsibilities of performers.
- 1.16 The student will describe why safety procedures are necessary for theatre activities and performances.

Grade Two Theatre Arts

The standards for Grade Two Theatre Arts focus on developing ideas and skills for theatre performance. Students acquire ideas from their own experiences, their schools, their communities, the environment, and theatrical works of a variety of cultural influences. Students express these ideas while exploring and developing techniques for acting and performance.

Creative Process

- 2.1 The student will improvise a plot with a beginning, middle, and end.
- 2.2 The student will collaborate to develop ideas for group or individual performance.

Critical Thinking and Communication

- 2.3 The student will identify meaning communicated in theatrical works using theatre terms.
- 2.4 The student will identify and discuss a variety of responses to theatrical works.
- 2.5 The student will describe skills needed for theatre including but not limited to trust, active listening, communication, and collaboration.

History, Culture, and Citizenship

- 2.6 The student will identify ways that theatre arts are part of customs and traditions of various cultures.
- 2.7 The student will identify and compare theatre experiences in the community and Commonwealth.
- 2.8 The student will identify appropriate sources for theatre inquiry.

Innovation in the Arts

- 2.9 The student will identify careers and professional skills in theatre including but not limited to actors, directors, and technicians.
- 2.10 The student will explore technology used in theatre.
- 2.11 The student will identify skills and concepts learned in theatre that relate to concepts learned in other content areas.

Technique and Application

- 2.12 The student will identify and apply appropriate body positions, projection, speed, and volume in theatre activities.
- 2.13 The student will identify techniques for physical and vocal warm-ups.
- 2.14 The student will explore rehearsal techniques for character development.
- 2.15 The student will describe the relationship between the performer and audience.
- 2.16 The student will identify and explore technical elements of theatre including scenic elements and costumes.

Grade Three Theatre Arts

The standards for Grade Three Theatre Arts emphasize learning through inquiry and investigation. Students explore how meaning is communicated in theatre arts, and further develop communication skills for theatre activities and performance. Students identify and explain personal connections to theatrical works and investigate cultural influences. Students develop vocal and physical techniques for developing theatrical characters.

Creative Process

- 3.1 The student will construct and improvise individual and group performances in response to prompts.
- 3.2 The student will identify elements of a creative process for theatre.

Critical Thinking and Communication

- 3.3 The student will identify distinguishing characteristics of a variety of settings, characters, and plots of theatrical works.
- 3.4 The student will explain personal connections to theatrical works, experiences, or processes.
- 3.5 The student will explain and demonstrate active listening in theatre activities, rehearsal, and performance.

History, Culture, and Citizenship

- 3.6 The student will compare and contrast cultural influences of a variety of theatrical works.
- 3.7 The student will describe reasons that theatre has value to individuals and communities.
- 3.8 The student will identify appropriate use of the Internet when exploring theatre topics and theatrical works.

Innovation in the Arts

- 3.9 The student will investigate and explore various theatre careers and theatre skills for college, career, and lifelong engagement with theatre.
- 3.10 The student will investigate and explain how technology is used in performance and production.
- 3.11 The student will explain how theatre incorporates skills and concepts learned in other content areas.

Technique and Application

- 3.12 The student will alter vocal choices and body position to express character traits.
- 3.13 The student will explain why physical and vocal warm ups are important for performers.
- 3.14 The student will identify a rehearsal process to prepare for a performance.
- 3.15 The student will identify creative and technical roles in theatre activities.
- 3.16 The student will identify and explore aspects of technical design (e.g., scenery, costumes, sound, lighting, props).

Grade Four Theatre Arts

The standards for Grade Four Theatre Arts continue to emphasize the foundational knowledge and skills for the rehearsal, performance, and production of theatrical works. Students explore theatre as self-expression, and experience theatrical works of a variety of historical and cultural influences. Students develop skills for critical thinking by describing, interpreting, and evaluating theatrical works. They explore how vocal and physical choices are used to convey character traits and emotions.

Creative Process

- 4.1 The student will develop ideas for theatre that include stories with imaginary characters or settings.
- 4.2 The student will identify questions for inquiry of a theatre topic of interest.

Critical Thinking and Communication

- 4.3 The student will analyze, interpret, and evaluate theatrical works.
 - a) Describe connections between technical elements and plot.
 - b) Interpret ideas and meanings in theatrical works.
 - c) Evaluate the work of self and others based on established criteria.
- 4.4 The student will examine how personal beliefs and experiences influence responses to theatrical works.
- 4.5 The student will identify and describe theatre etiquette for a variety of theatre settings.

History, Culture, and Citizenship

- 4.6 The student will examine historical contexts of a variety of theatrical works.
- 4.7 The student will explain how theatre is an integral part of the community.
- 4.8 The student will describe and practice citing sources in theatre activities and research.

Innovation in the Arts

- 4.9 The student will identify skills learned in theatre that connect to other content areas and career options.
- 4.10 The student will explore innovative ways to use technology in theatre performance.
- 4.11 The student will explore how theatre skills and processes can be used in the development of solutions to real-world problems.

Technique and Application

- 4.12 The student will examine the impact of physical and vocal choices used to convey character traits and emotions.
- 4.13 The student will identify and explore physical and vocal warm ups for performers.
- 4.14 The student will practice a rehearsal process to perform for a selected audience.
- 4.15 The student will examine creative and technical roles in theatre.
- 4.16 The student will examine skills and concepts of technical theatre.
 - c) Examine safety procedures in theatre spaces.

- d) Select and apply a technical element to enhance a dramatized story (e.g., scenery, costumes, sound, lighting, props).

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Grade Five Theatre Arts

The standards for Grade Five Theatre Arts enable students to apply their skills and knowledge in the performance and production of theatrical works. Emphasis is placed on communicating personal preferences and individual artistic choices. Students continue to strengthen their communication skills, and relate theatre skills to other areas of learning. Students are prepared for further study of theatre arts at the middle school level.

Creative Process

- 5.1 The student will collaborate to devise stories and characters.
- 5.2 The student will demonstrate self-reflection and self-evaluation to improve a personal theatrical work or performance, based on specified criteria.

Critical Thinking and Communication

- 5.3 The student will analyze, interpret, and evaluate theatrical works.
 - a) Compare and contrast styles of theatre.
 - b) Justify personal choices using theatre vocabulary.
 - c) Develop criteria to evaluate the work of self and others.
- 5.4 The student will select a preferred theatrical work and defend the selection using appropriate theatre vocabulary.
- 5.5 The student will identify the *ensemble* and identify ensemble skills for theatre activities and performance.

History, Culture, and Citizenship

- 5.6 The student will compare and contrast cultural and historical influences of a variety of theatrical works.
- 5.7 The student will describe how theatre artists contribute to communities and society.
- 5.8 The student will define *intellectual property* as it relates to theatre.

Innovation in the Arts

- 5.9 The student will describe a variety of theatre arts careers.
- 5.10 The student will use available technology to develop theatrical works.
- 5.11 The student will compare and contrast theatre skills and processes with those of other art forms.

Technique and Application

- 5.12 The student will use the body and voice to communicate a variety of character traits and emotions in theatre activities.
- 5.13 The student will demonstrate the use of physical warm ups, vocal warm ups, and memorization to prepare for theatre activities and performance.
- 5.14 The student will rehearse and perform short scenes that include a beginning, middle, and end.

- 5.15 The student will compare, contrast, and demonstrate roles and responsibilities of performers and production team in theatre activities.
- 5.16 The student will examine skills and concepts of technical theatre.
- a) Apply safety procedures in all theatre spaces.
 - b) Identify skills and concepts for technical areas (e.g., scenery, lighting, sound, costumes, makeup, props).

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Grade Six Theatre Arts

The standards for Grade Six Theatre Arts introduce students to fundamental concepts of theatre and foster theatre literacy. Through experiences involving inquiry, investigation, improvisation, performance, and production, students acquire skills in communicating ideas, thinking critically, and working collaboratively. This course prepares students for further theatrical study and nurtures an engagement with many forms of theatre.

Creative Process

- 6.1 The student will apply creative thinking to theatre.
 - a) Improvise responses to creative prompts.
 - b) Portray invented characters.
- 6.2 The student will use a creative process to develop solo and collaborative presentations, using body, voice, and imagination.

Critical Thinking and Communication

- 6.3 The student will analyze, interpret, and evaluate theatrical works.
 - a) Describe connections between theatre and literature.
 - b) Explain how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and verbally.
 - c) Define *critique* and develop criteria for critiquing performances.
 - d) Critique a short scene and/or evaluate a script, working collaboratively.
- 6.4 The student will identify connections between personal experience and dramatizations.
- 6.5 The student will identify communication and collaboration skills for theatre experiences.
 - a) Identify the role of the audience as integral to the performance experience.
 - b) Build trust, cooperation, confidence, concentration, and listening skills through theatre exercises and team-building activities.

History, Culture, and Citizenship

- 6.6 The student will explain influences of history, culture, and current events on the development of theatrical works.
- 6.7 The student will identify theatrical resources in the community.
- 6.8 The student will define *intellectual property* and describe issues of intellectual property related to theatre.

Innovation in the Arts

- 6.9 The student will describe various careers in theatre arts.
- 6.10 The student will identify the use of contemporary technology in theatre production.
- 6.11 The student will analyze how theatre incorporates other art forms.

Technique and Application

- 6.12 The student will demonstrate how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and verbally (through vocal choices).
- 6.13 The student will identify techniques and skills for actor preparation, including memorization and warm ups for performance.
- 6.14 The student will demonstrate theatre as dramatized storytelling by preparing and presenting short scenes that include characters, setting, properties, conflict, and a progressive chain of events.
- 6.15 The student will identify functions of a theatre director.
- 6.16 The student will develop technical theatre and production skills.
- a) Identify safety procedures in all rehearsal and performance spaces.
 - b) Describe physical performance spaces and stage positions.
 - c) Identify different types of performance spaces and productions.
 - d) Describe aspects of theatre design (e.g., lighting, sound, costumes, makeup, scenery).
 - e) Select and use available technical elements to enhance presentations.

Grade Seven Theatre Arts

The standards for Grade Seven Theatre Arts strengthen and expand upon the concepts and skills introduced in grade six. Students continue to develop collaboration skills while increasing their understanding of theatre performance. They focus on more complex experiences and expand their understanding of the cultural aspects of theatre. Students continue to refine the creative process while developing their communication and critical-thinking skills. This course prepares students for further theatrical study and exposes students to pathways for theatre-related careers.

Creative Process

- 7.1 The student will demonstrate creative thinking by improvising scenes from given situations.
- 7.2 The student will demonstrate the creative process.
 - a) Brainstorm, solve problems, and collaborate to create presentations.
 - b) Devise, refine, and present dramatizations.

Critical Thinking and Communication

- 7.3 The student will analyze, interpret, and evaluate theatre.
 - a) Use theatre vocabulary to describe theatrical works.
 - b) Identify the elements of plot, character, setting, conflict, mood, and dialogue.
 - c) Compare and contrast theatre with literature and other art forms and styles of performance.
 - d) Identify symbolism and theme in theatrical works.
 - e) Critique a live or recorded theatrical performance, using designated criteria and theatre arts vocabulary.
- 7.4 The student will justify personal responses to theatrical productions.
- 7.5 The student will identify and apply communication and collaboration skills for theatre experiences.
 - a) Demonstrate theatre etiquette appropriate for a variety of situations and analyze the role of the audience as integral to the performance.
 - b) Communicate ideas in the context of individual and group performances, demonstrating teamwork, cooperation, and dependability.
 - c) Describe how theatre and team-building activities develop ensemble skills.

History, Culture, and Citizenship

- 7.6 The student will explore historical and cultural aspects of theatrical works.
 - a) Describe theatre styles from different time periods.
 - b) Explain how theatre and media reflect cultural perspectives.
- 7.7 The student will describe ways that theatre arts contribute to the community and society.
- 7.8 The student will identify appropriate resources for scripts and materials, with a focus on ethical and legal considerations.

Innovation in the Arts

- 7.9 The student will identify various careers in theatre arts, with a focus on career preparation.
- 7.10 The student will investigate the uses and impact of digital media in theatre production.
- 7.11 The student will explain how other fine arts and fields of knowledge are applied in theatre arts.

Technique and Application

- 7.12 The student will develop physical and vocal technique for theatre performance.
- a) Apply effective vocal articulation, projection, rate, and expression during performance.
 - b) Apply effective use of posture, gesture, movement, action, and body position to communicate meaning.
- 7.13 The student will explain techniques and skills for actor preparation, including concentration, discipline, preparation, and imagination for theatrical performance.
- 7.14 The student will research, analyze, rehearse, and present a scripted character in a memorized scene and/or monologue.
- 7.15 The student will identify functions, skills, and responsibilities of the creative team and production staff.
- 7.16 The student will develop technical theatre and production skills.
- a) Describe safety procedures for all rehearsal and performance spaces.
 - b) Use technical theatre vocabulary to describe theatrical design elements.
 - c) Identify major types of stages, including proscenium, thrust, and arena.

Grade Eight Theatre Arts

The standards for Grade Eight Theatre Arts extend the techniques and skills acquired in grades six and seven. Students build ensemble skills, focus on the psychological and emotional dimensions of characters in action, and collaborate on more complex projects. Students conduct character analysis to research, develop, and present a scripted character, explore technical theatre and production concepts, and write critiques. They refine their analytical, collaborative, problem-solving, and critical thinking skills that are necessary to make artistic decisions and present unified productions. This course prepares students for theatre arts studies at the high school level.

Creative Process

- 8.1 The student will refine creative problem-solving, ensemble-building, and improvisational skills by devising and improvising theatrical works.
- 8.2 The student will demonstrate the creative process.
 - a) Document research of theatre topics of personal interest.
 - b) Reflect on growth and learning in theatre.

Critical Thinking and Communication

- 8.3 The student will analyze, interpret, and evaluate theatre.
 - a) Use theatre vocabulary appropriately when discussing and writing about theatre.
 - b) Identify how literary elements further the development of plot, character, setting, mood, dialogue, and conflict in a script.
 - c) Explain the playwright's use of character, setting, and theme in a script to convey meaning.
 - d) Identify symbolism, implied meaning, and theme in theatrical works.
 - e) Critique a live or recorded theatrical performance, using developed criteria and theatre arts vocabulary.
 - f) Demonstrate the ability to accept and use constructive criticism.
- 8.4 The student will explain responses to theatrical productions based on personal background and experience.
- 8.5 The student will apply communication and collaboration skills for theatre experiences.
 - a) Communicate themes and concepts through individual and group performances, demonstrating teamwork, cooperation, commitment, and dependability.
 - b) Identify and demonstrate appropriate backstage procedures, performance protocols, and audience etiquette.
 - c) Collaborate to achieve unified productions, demonstrating respect for self, others, and the theatrical form.
 - d) Analyze how theatre and team-building exercises support the development of ensemble skills.

History, Culture, and Citizenship

- 8.6 The student will explore historical and cultural aspects of theatrical works.

- a) Identify social, cultural, and historical influences of theatrical works.
 - b) Investigate and identify how theatre and media reflect and influence cultural perspectives.
 - c) Identify and examine ethical and cultural issues related to theatre arts.
- 8.7 The student will identify theatre resources in the community and the Commonwealth including but not limited to professional, community, and educational theatres.
- 8.8 The student will identify and discuss digital citizenship as it relates to the research and presentation of theatrical works.

Innovation in the Arts

- 8.9 The student will examine a selected career in theatre, television, film, or contemporary media.
- 8.10 The student will explore the use of digital media in the creative process and in the production of a theatre performance.
- 8.11 The student will synthesize knowledge from other content areas to support theatre arts processes.

Technique and Application

- 8.12 The student will develop physical and vocal technique for theatre performance.
- a) Refine vocal choices and technique to communicate a character.
 - b) Use movement, gesture, and other forms of physical expression as a means of communicating the physical, psychological, and emotional dimensions of a character.
- 8.13 The student will use character analysis techniques to research, develop, and present a scripted character.
- 8.14 The student will demonstrate the mental and physical discipline necessary for creating and maintaining an imagined reality during performance.
- 8.15 The student will fulfill the duties and responsibilities of a production staff member.
- 8.16 The student will develop technical theatre and production skills.
- a) Demonstrate safety procedures in all rehearsal and performance spaces.
 - b) Identify examples of theatre occurring in unique environments and physical spaces.
 - c) Design and use technical elements (e.g., lighting, scenery, costumes, properties, sound) to illustrate environment, character, mood, and/or theatrical style.

Theatre Arts I: Introduction to Theatre

The standards for Theatre Arts I enable students to participate in a creative processes of creating, refining, producing, and performing theatre. Students will analyze, interpret, and evaluate dramatic literature and theatrical works. The course emphasizes foundational concepts, ensemble work, and skill development and provides theatrical opportunities for students to determine areas of personal interest.

Creative Process

- TI.1 The student will create and write a monologue and/or scene.
- TI.2 The student will apply a creative process for theatre.
 - a) Develop ideas individually and collaboratively.
 - b) Use self-evaluation as a tool for growth as a theatre artist.
 - c) Document inquiry, research, and ideas for theatre.

Critical Thinking and Communication

- TI.3 The student will analyze, interpret, and evaluate theatre.
 - a) Define *theatre* and support that definition, using theatre arts vocabulary.
 - b) Identify elements of character, conflict, setting, plot, theme, and dialogue in dramatic literature and examine the purpose and meaning of each element.
 - c) Develop and apply evaluative criteria.
 - d) Make observations about theatrical performances, projects, and plans, using theatre arts vocabulary.
 - e) Identify elements of production (e.g. acting, directing, design) of live performances.
 - f) Describe, analyze, and evaluate artistic choices.
- TI.4 The student will examine, formulate, and justify personal responses to theatre.
 - a) Describe a personal response to a theatrical experience using theatre arts vocabulary.
 - b) Describe how personal experience, culture, and current events shape responses to theatre performances.
 - c) Describe how theatrical works can entertain, inform, and interpret the human experience.
- TI.5 The student will apply communication and collaboration skills for theatre experiences.
 - a) Explore theatre as an individual and ensemble art form through group interaction.
 - b) Identify communication strategies.
 - c) Propose and select alternatives to solve problems while building ensemble.
 - d) Create and strengthen trust and expand listening skills through theatre games and improvisations.

History, Culture, and Citizenship

- TL.6 The student will explore historical and cultural aspects of theatrical works.
- a) Identify how theatre, television, film, and/or contemporary media reflect the culture in which they are created.
 - b) Research historical and cultural information about theatre in other time periods and places.
 - c) Examine non-Western traditions in theatre.
- TL.7 The student will identify ways to engage the school community in school theatre performances and activities.
- TL.8 The student will identify and apply digital citizenship as it relates to research, performance, and production of theatrical works.

Innovation in the Arts

- TL.9 The student will analyze and discuss professional pathways for theatre careers.
- TL.10 The student will identify and explore technological developments and contemporary media in theatre performance and production.
- TL.11 The student will analyze how music, visual art, and dance arts enhance performances.

Technique and Application

- TL.12 The student will refine physical and vocal techniques for theatre performance.
- a) Create and maintain character traits with body and voice.
 - b) Employ diction and projection so words can be heard and understood by an audience.
- TL.13 The student will demonstrate techniques for actor preparation.
- a) Analyze scripts to develop the physical, emotional, and social dimensions of characters.
 - b) Employ voice, body, and imagination in role playing.
 - c) Present a memorized monologue and/or scene from a published work.
 - d) Investigate and apply audition techniques.
- TL.14 The student will demonstrate theatrical direction, including blocking and staging a scene.
- TL.15 The student will understand roles and relationships for theatre production.
- a) Identify and discuss effective artistic leadership.
 - b) Identify and demonstrate a variety of roles and responsibilities of a production team during performance.
 - c) Examine and explain the principles of theatre management.
- TL.16 The student will apply principles of technical theatre.
- a) Differentiate among components of technical theatre.
 - b) Identify responsibilities of designers and technicians.
 - c) Demonstrate theatre safety practices.

Theatre Arts II: Dramatic Literature and Theatre History

The standards for Theatre Arts II help students make use of and build upon the concepts learned and skills acquired in Theatre Arts I. Through various modes of expression and performance, students investigate dramatic literature, theatrical styles, and historical periods. They study and respond to a variety of theatrical experiences that refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Students expand their artistic abilities by examining a variety of creative and technical roles in performance and production.

Creative Process

- TII.1 The student will write an original script utilizing an accepted script format and revise based on feedback.
- TII.2 The student will apply a creative process for theatre.
 - a) Describe, refine, and organize personal ideas about theatrical works.
 - b) Apply self-evaluation as a tool for growth as a theatre artist.

Critical Thinking and Communication

- TII.3 The student will analyze, interpret, and evaluate theatre.
 - a) Analyze selected works of dramatic literature by identifying the elements of genre, style, structure, mood, language, and symbolism.
 - b) Analyze how theatre is similar to and different from other literary genres and other art forms by comparing theatre to film, video, novels, short stories, poetry, dance arts, music, and the visual arts.
 - c) Give, receive, and utilize constructive criticism.
- TII.4 The student will support personal aesthetic opinions and criteria, using theatre arts vocabulary.
- TII.5 The student will apply communication and collaboration skills for theatre experiences.
 - a) Create theatre projects and productions through collaboration by assuming shared responsibility for group work and respecting the ideas and points of view of others.
 - b) Create and strengthen trust through participation in theatre games and improvisations that incorporate dialogue and listening skills to express character relationships.

History, Culture, and Citizenship

- TII.6 The student will explore historical and cultural aspects of theatrical works.
 - a) Compare and contrast the purposes of theatre in selected historical periods.
 - b) Identify major theatrical styles.
 - c) Identify the use of symbolism and cultural and historical clues in dramatic texts.
 - d) Describe historical production designs, techniques, and performance practices.

- TII.7 The student will identify current theatrical productions in the Commonwealth and the nation.
- TII.8 The student will demonstrate legal and ethical standards in the use of technology and intellectual property.

Innovation in the Arts

- TII.9 The student will describe theatre related skills that relate to a variety of postsecondary educational and career opportunities.
- TII.10 The student will examine how advancements in technology have impacted theatre performance, film, and production.
- TII.11 The student will analyze how common themes are expressed in other literary genres and art forms.

Technique and Application

- TII.12 The student will refine physical and vocal techniques for theatre performance.
- a) Use movement, staging (blocking), pacing, and stage business.
 - b) Refine vocal projection and diction.
 - c) Choose vocal and physical expressions that enhance characterization, conflict, and production style.
- TII.13 The student will demonstrate techniques for actor preparation.
- a) Refine research skills and audition techniques for characterization and script/text interpretation.
 - b) Incorporate psychological, historical, and social dynamics derived from information suggested by the script.
 - c) Incorporate suggestions from the director.
 - d) Perform a fully rehearsed and memorized role.
- TII.14 The student will apply principles of directing.
- a) Select scenes and participate in script analysis, casting, staging, and rehearsing.
 - b) Communicate directorial choices, including pacing, mood, concept, and style.
 - c) Employ ethical standards in script selection, revision/adaptation, and presentation.
- TII.15 The student will demonstrate principles of theatre management/administration and the production process.
- a) Apply theatre-management components, functions, and relationships in such areas as box office, publicity/marketing, house management, stage management, and tickets.
 - b) Develop a schedule and organizational plan for a selected area of theatre operation.
- TII.16 The student will examine the development of technical theatre.
- a) Explain the effects of technological advancements on theatre production.
 - b) Analyze a variety of dramatic texts to determine their production requirements.

- c) Demonstrate safety procedures including proper storage and maintenance of equipment, facilities, and properties.

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Theatre Arts III: Intermediate Acting and Playwriting

The standards for Theatre Arts III help students build upon the concepts learned and skills acquired in Theatre Arts II. Through various types of performance, students investigate acting styles and explore the process of playwriting, which includes research, character development, and creation of dramatic structure, conflict, and resolution. Students study and respond to a variety of theatrical works in relation to the historical and cultural influences present in the work. They continue to cultivate and refine their artistic abilities and creative choices for performance and production.

Creative Process

- TIII.1 The student will demonstrate playwriting.
- a) Conceive a theme to convey a message.
 - b) Construct a dramatic plot structure.
 - c) Develop a central conflict.
 - d) Develop an idea through action.
 - e) Portray unique, multidimensional characters.
- TIII.2 The student will apply the creative process for theatre.
- a) Use self-evaluation and constructive criticism to develop and refine theatrical works.
 - b) Create and maintain a theatre portfolio of growth and learning.

Critical Thinking and Communication

- TIII.3 The student will analyze, interpret, and evaluate theatre.
- a) Critique acting styles of theatrical productions, using theatre arts vocabulary.
 - b) Compare and contrast the components of the works of established playwrights to those found in student works.
 - c) Critique theatrical designs by evaluating projects, plans, or ideas.
- TIII.4 The student will justify multiple points of view regarding the interpretation of theatrical works.
- TIII.5 The student will exhibit collaboration skills for theatre productions and processes.

History, Culture, and Citizenship

- TIII.6 The student will explore historical and cultural aspects of theatrical works.
- a) Analyze cultural and historical influences of theatrical works.
 - b) Examine acting styles from a variety of historical periods.
 - c) Trace the development of theatre design and performance.
- TIII.7 The student will identify and examine opportunities for arts advocacy in the community.
- TIII.8 The student will justify legal and ethical choices in the use of technology and intellectual property.

Innovation in the Arts

- TIII.9 The student will make career and college connections to theatre.
- a) Analyze and explore a specific pathway to becoming a theatre professional.
 - b) Investigate components of a theatre portfolio for professional opportunities.
- TIII.10 The student will investigate tools and techniques for contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process.
- TIII.11 The student will identify and cultivate cross-curricular connections with theatre.

Technique and Application

- TIII.12 The student will integrate acting skills and techniques involving voice and movement.
- a) Initiate artistic choices to enhance performance, characterizations, dialogue, and action.
 - b) Create and sustain multidimensional characters.
- TIII.13 The student will demonstrate techniques for actor preparation.
- a) Analyze scripts to develop artistic choices.
 - b) Identify and apply acting techniques and methods for the portrayal of a character.
 - c) Select and present material for audition and critique.
- TIII.14 The student will apply skills and concepts for theatre performance.
- a) Incorporate constructive criticism and self-assessment to refine individual and ensemble performances.
 - b) Create and revise blocking in various performance spaces to enhance performance.
- TIII.15 The student will identify leadership and production team roles for a variety of production types.
- TIII.16 The student will demonstrate the application of theatre design.
- a) Follow safety procedures.
 - b) Render lighting plots, sound plots, properties, makeup, and/or costume plates for a stage or contemporary media production.
 - c) Design scenery, costumes, and/or properties.
 - d) Implement solutions to technical problems.
 - e) Analyze and justify design choices.

Theatre Arts IV: Advanced Acting and Directing

The standards for Theatre Arts IV help students refine the concepts learned and skills acquired in Theatre Arts III while reinforcing the principles learned in Theatre Arts I and II. Through research and inquiry of theatre topics of personal interest, students develop and refine creative choices for performance, production, and direction. They study and respond to a variety of theatrical experiences, applying their critical thinking skills. Students develop and showcase leadership skills involving communication, problem solving, and collaboration to achieve unified productions.

Creative Process

TIV.1 The student will evaluate and refine original scripts for performance.

TIV.2 The student will synthesize research and inquiry to develop artistic choices.

Critical Thinking and Communication

TIV.3 The student will analyze, interpret, and evaluate theatre.

- a) Analyze and interpret meaning in personal theatre projects.
- b) Compare and contrast a variety of published criticisms of a play and evaluate findings.
- c) Critique performances, focusing on the acting or directing.
- d) Evaluate the qualities of a theatrical production that elicit an audience response, including the director's interpretation, the production elements, and the actors' abilities to sustain and project believable characterizations.
- e) Analyze the intentions and choices of peer directors and designers.

TIV.4 The student will explain how personal aesthetic criteria are applied to personal performance and direction.

TIV.5 The student will apply communication and collaboration skills for theatre experiences.

- a) Prepare and present written and oral critiques of peer work.
- b) Collaborate with peers for all elements of theatrical productions.
- c) Model professional discipline in rehearsal and performance.

History, Culture, and Citizenship

TIV.6 The student will explain historical and cultural influences on choices in directing and acting projects.

TIV.7 The student will identify arts leaders in the community and their impact.

TIV.8 The student will assume personal responsibility and demonstrate integrity in making ethical and legal choices related to intellectual property.

Innovation in the Arts

TIV.9 The student will make career and college connections to theatre.

- a) Refine professional theatre skills in an area of personal interest.
- b) Create and refine a professional theatre portfolio.

- TIV.10 The student will analyze the ways that technology and innovation have impacted the evolution of historical and contemporary theatre productions.
- TIV.11 The student will synthesize a variety of art forms to create and enhance performance and production.

Technique and Application

- TIV.12 The student will refine acting skills involving voice and movement to depict multidimensional characters.
- a) Demonstrate vocal performance skills—breath control, articulation, projection, volume, pitch, tone, vocal placement, rhythm, and dialect.
 - b) Apply movement skills in characterization—posture, gait, gesture, leading center, balance, poise, timing, and facial expression.
- TIV.13 The student will refine personal acting technique.
- a) Apply appropriate acting approaches to different pieces (e.g., improvisations, monologues, scenes, plays).
 - b) Analyze scripts for historical and cultural context.
 - c) Apply creative choices to communicate artistic intent.
 - d) Refine actor preparation technique for audition and performance.
- TIV.14 The student will work independently and collaboratively as a director to create unified productions that follow the playwright's intent.
- TIV.15 The student will demonstrate artistic leadership to develop an effective collaborative working relationship among cast and crew.
- TIV.16 The student will refine skills for theatre design.
- a) Create and/or collaborate on designs for all production components.
 - b) Assess technical and design components and identify solutions to technical theatre problems.

Technical Theatre

The standards for Technical Theatre help students apply and expand their knowledge of theatre design, production, and management. Students develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students practice safe operating procedures, including the care, maintenance, and storage of tools, materials, and equipment. *Note: Please refer to “Safety” in the Introduction section of this document for a detailed explanation of safety requirements.*

Creative Process

- TT.1 The student will create design elements that demonstrate personal voice and vision.
- TT.2 The student will apply the creative process for technical theatre.
 - a) Explain and practice how production design is derived from research, script analysis, and directorial concept.
 - b) Create and maintain a technical theatre portfolio to demonstrate growth in design and production.

Critical Thinking and Communication

- TT.3 The student will analyze, interpret, and evaluate aspects of technical theatre.
 - a) Analyze how the fundamental aspects of scene design, lighting, sound, costumes, properties, and makeup are applied in individual and collaborative theatre projects to communicate the playwright’s artistic intent.
 - b) Identify how theatre design elements elicit an emotional and/or intellectual response from the audience.
 - c) Critique the design and production aspects of a live performance.
 - d) Devise a constructive critique of peer work.
- TT.4 The student will explain and justify personal preferences for theatre design using appropriate vocabulary.
- TT.5 The student will identify, describe, and apply collaboration and communication skills for technical theatre.

History, Culture, and Citizenship

- TT.6 The student will analyze a variety of dramatic texts to determine their production requirements by referencing their historical and cultural contexts.
- TT.7 The student will identify ways to engage the school community in school theatre productions.
- TT.8 The student will assume personal responsibility and demonstrate integrity in making ethical and legal choices related to intellectual property.

Innovation in the Arts

- TT.9 The student will identify connections between technical theatre and skills for workplace, college, and career opportunities.
- TT.10 The student will identify new and emerging technology for theatre production.
- TT.11 The student will identify connections between design and production elements of theatre with other fine arts products.

Technique and Application

- TT.12 The student will identify and apply safety guidelines for all aspects of technical theatre work.
- TT.13 The student will describe the different types of theatre spaces (e.g., proscenium, thrust, area), suggesting specific design considerations for each.
- TT.14 The student will identify the components of the theatre facility.
- TT.15 The student will identify the responsibilities of the running crews.
- TT.16 The student will identify and use construction tools and hardware to build scenic elements.
- TT.17 The student will demonstrate scenic design.
- a) Analyze required and implied design considerations.
 - b) Sketch preliminary designs.
 - c) Draw ground plans and elevations to scale for given stage dimensions.
 - d) Create front view drawings, perspective drawings, and models.
 - e) Apply painting techniques to scenery and backdrops.
- TT.18 The student will design, produce, and manage props to enhance production elements.
- TT.19 The student will demonstrate lighting design and production.
- a) Identify and use lighting instruments (e.g., fresnel, ellipsoidal, parcan) as well as their parts (e.g., connectors, lamp, lenses) and accessories.
 - b) Identify and operate a dimming system.
 - c) Demonstrate the mechanics of lighting.
 - d) Explain and apply physical aspects of light.
 - e) Create a simple lighting plot.
- TT.20 The student will demonstrate use of sound to enhance performance and convey mood and information.
- a) Analyze required and implied design considerations.
 - b) Identify and use sound equipment.
 - c) Use amplification and sound effects.
 - d) Create a sound plot.
- TT.21 The student will demonstrate costume design and production.
- a) Analyze required and implied design considerations.

- b) Create a costume plot and costume drawings.
- c) Identify tools, materials, and equipment.
- d) Employ fundamentals of sewing.

TT.22 The student will demonstrate hair and makeup design.

- a) Analyze required and implied design considerations.
- b) Create a hair and makeup plot.
- c) Identify tools, materials, and equipment.
- d) Use safe, hygienic fundamentals of hair and makeup application and removal.

TT.23 The student will identify the responsibilities of the stage manager, house manager, and business manager.